

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

The Council on Social Work Education, provider #1163, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) Program (<https://www.aswb.org/ace>). The Council on Social Work Education maintains responsibility for the program. ASWB Approval Period: 1/23/2015 - 1/23/2018. Social workers should contact their regulatory board to determine course approval for continuing education credits. You are required to submit this completed evaluation form to obtain CE credit for this session.

Track: Development Institutes (Field Director Development Institute (FDDI))

Session # 1 **Dynamic Field Seminars That Promote Holistic Competence: An Instructional Workshop**
 Greg Merrill, University of California at Berkeley
 Luna Calderon, University of California at Berkeley
 Christina Feliciano, University of California at Berkeley

Date: Thursday, November 3, 2016 **Time:** 9:00 AM **Room:** International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will identify holistic competencies that can best be supported or reinforced in field seminar					
Participants will assess 10 different dynamic exercises to enhance competency-based learning in their field seminar					
Participants will select ways to adapt their pedagogy in field seminar to improve their ability to facilitate a dynamic, interactive learning community					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Development Institutes (Faculty Development Institute (FDI))

Session # 2 Implementing Interprofessional Education: Options for Collaboration, Education, and Evaluation

Annemarie Conlon, Virginia Commonwealth University
 Melissa L. Abell, Virginia Commonwealth University
 Shanza Isom, Virginia Commonwealth University

Date: Thursday, November 3, 2016 **Time:** 9:00 AM **Room:** International 2 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To recognize the pre-programming process that ensures successful IPE experiences.					
To understand the current state of interprofessional education in social work and how it may interface with the current state of IPE in other disciplines.					
To learn different evaluations methods for IPE projects.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
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Part 4: CE Administration					
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Track: Development Institutes (Faculty Development Institute (FDI))

Session # 3 Integrating Social Work and Speech Pathology: A Collaborative Model of Interprofessional Education

Jason M. Newell, University of Montevallo
 Jeannie A. Duke, University of Montevallo
 Danielle Rich, University of Montevallo
 Claire M. Edwards, University of Montevallo

Date: Thursday, November 3, 2016 **Time:** 9:00 AM **Room:** International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To examine the use of an interdisciplinary model of collaborative education as an innovative form of high impact practice among professional degree programs in the allied health professions.					
To compare and contrast the various approaches to interdisciplinary partnership and education among faculty in professional training programs.					
To provide information for submitting an institutional proposal for the development of an interdisciplinary course by demonstrating a collaborative model of teaching between two professional programs in social work and speech language pathology.					
To illustrate the integration of the professional standards of practice from the Council on Social Work Education (CSWE) and the American Speech-Language-Hearing Association (ASHA) as an integrative learning and assessment component of the collaborative course.					
To apply an interdisciplinary pedagogical approach for students in social work and speech language pathology by utilizing a model case study assignment with discipline specific rubrics for the integrative assessment of professional practice behaviors.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
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2. The presenter/s' presentation was clear and effective.					
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Part 4: CE Administration					
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Track: Development Institutes (Leadership Development Institute (LDI))

Session # 4 **Managing the Social Work Curriculum and Accreditation**
Jo Ann Regan, Council on Social Work Education

Date: Thursday, November 3, 2016 **Time:** 9:00 AM **Room:** International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Produce an ordered list of activities for completing and submitting their programs' accreditation Self-study documents in a timely fashion (i.e., a Self-study timeline, develop an organized data collection method).					
Develop strategies to engage and involve the various stakeholders into the Self-study process.					
Develop criteria for managing and writing the Self-study report.					
Create simple, functional matrices and/or forms to collect the current data and information required for composing Self-study sections.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
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Track: Development Institutes (Faculty Development Institute (FDI))

Session # 5 Models for Integrating Financial Capability and Asset Building Into the Curriculum

Julie Birkenmaier, Saint Louis University
 Margaret Sherraden, University of Missouri-St. Louis
 Gena G. McClendon, Washington University in St. Louis
 Liza Barros Lane, University of Houston
 Jenny Jones, Florida Agricultural and Mechanical University

Date: Thursday, November 3, 2016 **Time:** 9:00 AM **Room:** International 1 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Understand FCAB in the context of the social work profession's history and person-in-environment perspective, and today's financial realities.					
2. Identify components of an FCAB curriculum designed specifically for social work education and consistent with 2015 EPAS.					
3. Gain appreciation for models of FCAB curricular integration related to their goals and links to EPAS.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

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Track: Development Institutes (Faculty Development Institute (FDI))

Session # 6 Preparing Students for the Breadth of Humanity: Designing Simulated Client Experiences
 Daphne Brydon, University of Michigan
 Abigail Eiler, University of Michigan

Date: Thursday, November 3, 2016 **Time:** 9:00 AM **Room:** International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will learn how to design and implement a simulated client experience.					
Participants will learn how to develop simulated client profiles based on desired learning outcomes.					
Participants will learn to construct evaluation measures for student performance based on desired learning outcomes and competencies.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
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4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
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Track: Development Institutes (Leadership Development Institute (LDI))

Session # 7 Social Work Leadership for Interprofessional Education and Practice

- Maureen Rubin, University of Nevada, Reno
- Barbara Jones, University of Texas at Austin
- Peter Chernack, Adelphi University School of Social Work
- Shelly Cohen Konrad, Western New England University
- Cheryl Springer, Salem State University

Date: Thursday, November 3, 2016 **Time:** 9:00 AM **Room:** International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to identify at least three specific leadership skills or strategies needed to launch interprofessional education programming					
Participants will be able to identify at least three specific leadership skills or strategies needed to sustain and advance interprofessional education and practice programming.					
Through interactive discussion, participants will develop an enhanced understanding of the interprofessional education and practice opportunities that exist in their educational or practice setting.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
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2. The presenter/s' presentation was clear and effective.					
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4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

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Track: Development Institutes (Field Director Development Institute (FDDI))

Session # 8 Using Decision Cases to Develop Critical Thinking in Field Instructors
 Terry Wolfer, University of South Carolina
 Melissa Reitmeier, University of South Carolina

Date: Thursday, November 3, 2016 **Time:** 9:00 AM **Room:** International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Define "decision case" and "case method teaching" (distinguishing these from traditional social work cases and teaching methods, respectively) and explain the pedagogical rationale for case method teaching.					
Involve workshop participants in discussing a decision case to demonstrate techniques for facilitating effective case method discussions, including how to start, provoke, redirect, and deepen discussions.					
Based on their experience with case method, engage workshop participants in identifying and evaluating the potential benefits of case method teaching and decision cases for educating field instructors.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
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Part 4: CE Administration					
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Track: Development Institutes (Faculty Development Institute (FDI))

Session # 9 Creative, Hands-On Approaches to Teaching Policy Content

Miguel Ferguson, University of Texas at Austin
 Sunny Harris Rome, George Mason University
 Suzanne R. Pritzker, University of Houston

Date: Thursday, November 3, 2016 **Time:** 2:00 PM **Room:** International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Consider multiple frameworks and philosophies for delivering policy content in the classroom					
Practice specific, hands-on exercises relevant to the history of social welfare, current policies and programs, and advocacy					
Identify ways in which policy content can be infused throughout the curriculum and student learning can be assessed					
Learn how to make their teaching engaging and interesting for students					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
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Track: Development Institutes (Faculty Development Institute (FDI))

Session # 10 Empowering Students: Leadership as an Integrated Topic in the Generalist Practice Curriculum

Mindy Wertheimer, Georgia State University
Jan Ivery, Georgia State University

Date:
Thursday, November 3, 2016

Time:
2:00 PM

Room:
International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Critically analyze and discuss current trends on nonprofit sector leadership and the career trajectory of social workers transitioning from clinical practice to administration.					
Identify opportunities in the MSW foundation curriculum to integrate content on leadership and management.					
Develop leadership and management course exercises that can be used in participants' social work courses.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
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Part 4: CE Administration

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Track: Development Institutes (Field Director Development Institute (FDDI))

Session # 11 Foundations for Field Education Excellence: Training for Field Directors

Janet A Bradley, West Chester University
 Julia Moen, Meta Associates
 Cindy A. Hunter, James Madison University - Department of Social Work

Date: Thursday, November 3, 2016 **Time:** 2:00 PM **Room:** International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Understand the roles and responsibilities of the field director.					
Gain practical knowledge of necessary policies and procedures in field education.					
Identify innovative strategies to meet accreditation standards.					
Become familiar with resources and literature for directing an effective field program.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
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Part 4: CE Administration					
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Track: Development Institutes (Faculty Development Institute (FDI))

Session # 12 Holistic Engagement: Transformative Education and Practice Through Skillful, Whole-Self Integration

Gwendolyn J. Adam, The Children's Study Home
Loretta Pyles, University at Albany, State University of New York

Date: Thursday, November 3, 2016 **Time:** 2:00 PM **Room:** International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to successfully describe the intentions, constructs, and skills of the Holistic Engagement model for educators, students, and practitioners;					
Participants will be able to identify supports and strengths, as well as barriers and challenges, to utilizing Holistic Engagement to enrich their professional practices and environments;					
Participants will be able to articulate specific ways they will integrate Holistic Engagement skills in their current education and / or practice environments;					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Development Institutes (Leadership Development Institute (LDI))

Session # 13 Strategic Managing and Mentoring of Adjunct Instructors
 Lucy Mercier, Saginaw Valley State University
 Denise E. Dedman, Saginaw Valley State University

Date: Thursday, November 3, 2016 **Time:** 2:00 PM **Room:** International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will network with other program leaders to appraise opportunities and challenges related to adjunct faculty utilization.					
Participants will identify the tasks of a program director necessary to strategically recruit and utilize adjunct faculty to enhance the curriculum.					
Participants will evaluate their program's utilization within a framework of social justice and consider options to minimize exploitive practices.					
Participants will apply advocacy strategies related to adjunct faculty to institutional parties external to their program.					
Participants will identify elements of a program's culture which foster inclusion and engagement of adjunct faculty as practice experts.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Development Institutes (Faculty Development Institute (FDI))

Session # 14 Teaching About Equality and Justice: New Paradigms From a Grand Challenges Perspective

Yolanda C. Padilla, University of Texas at Austin
 Martell Teasley, University of Texas at San Antonio
 Jeremy Goldbach, University of Southern California
 Marilyn Armour, University of Texas at Austin
 Rocio Calvo, Boston College

Date: Thursday, November 3, 2016 **Time:** 2:00 PM **Room:** International 2 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Apply three overarching frameworks to address inequality across multiple contexts: (a) restorative justice, (b) social stigma, and (c) community integration.					
Develop a plan to incorporate one social justice framework into their own teaching, including a lesson plan with specific learning objectives, a class exercise, and a skills/practice module.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Development Institutes (Faculty Development Institute (FDI))

Session # 15 Teaching Transgender
 Elijah C Nealy, Saint Joseph College
 Edward J. Alessi, Rutgers, The State University of New Jersey

Date: Thursday, November 3, 2016 **Time:** 2:00 PM **Room:** International 1 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Define core terms and concepts about gender identity and expression;					
Describe the development of transgender identity and the process of transitioning;					
Apply this knowledge in teaching social work students best practices for work with trans and gender fluid clients;					
Identify best practices for supporting transgender/gender fluid social work students.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.



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Track: Development Institutes (Field Director Development Institute (FDDI))

Session # 16 Using Simulation to Teach “Best Practices” to Field Instructors: An Online Resource
 Andrea Litvack, University of Toronto
 Ellen Katz, University of Toronto

Date: Thursday, November 3, 2016 **Time:** 2:00 PM **Room:** International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify the best practices and competencies essential for effective field instruction.					
Use an online resource to provide effective field instructor training.					
Develop strategies to address complex field education challenges.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Technology in Social Work Education and Practice (Interactive Workshop)

Session # 55 A Comparison of Zoom and Blackboard Collaborate in Synchronous Online Learning
 Bill Milford, Thomas University

Date:
 Friday, November 4, 2016

Time:
 7:30 AM

Room:
 M303 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will identify strengths in utilizing synchronous online environments versus asynchronous platforms.					
Participants will be able to contrast and compare the strengths and weakness of the online synchronous software programs Zoom and Collaborate (by Blackboard).					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Cultural Competence (Interactive Workshop)

Session # 27 Applying Critical Intersectionality Through Focus Groups

Pinar Ustel, University of Michigan
 Angela K. Perone, University of Michigan
 Dr. Robert M. Ortega, University of Michigan
 Dr. Sandra Momper, University of Michigan

Date: Friday, November 4, 2016 **Time:** 7:30 AM **Room:** International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will learn definitions of key concepts related to critical intersectionality and how to apply these concepts to different contexts (e.g., work environment).					
Participants will explore and practice specific skills for change and work for change.					
Participants will learn new focus group methods to engage and learn from students and community members about how they understand the ways in which power, privilege, oppression, and social justice shape their lives.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.						
2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # 52 Adam Lanza and Problem-Based Learning: Teaching About Transition-Age Youth

Ruth A. Supranovich, University of Southern California
 Omar Lopez, University of Southern California
 Rosemary Alamo, University of Southern California

Date: Friday, November 4, 2016 **Time:** 7:30 AM **Room:** International 2 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Discover the potential of using problem-based learning combined with a high profile public case to stimulate and engage students in learning.					
Develop creative strategies to teach about social work practice with transition-age youth.					
Gain understanding of the students' experience of problem-based learning through an in vivo simulated classroom exercise.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Violence Against Women and Their Children (Interactive Workshop)

Session # 57 Assessing Domestic Violence in a Children's Mental Health Setting: Simulation-Based Learning

Angelique Jenney, Child Development Institute
 Ramona Alaggia, University of Toronto

Date:
 Friday, November 4, 2016

Time:
 7:30 AM

Room:
 M105 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Practice identifying context specific engagement strategies, scaffolding to contain affect and promote safety, determining context and tracking the story to facilitate and appropriately respond to disclosures of domestic violence. Learners will practice identifying these skills through observation of the video vignettes in small groups and de-brief in the larger forum.					
Recognize how the topic of domestic violence can present unique challenges in the classroom environment and apply appropriate strategies defined in the workshop to address these challenges. Managing the affective content and lived experiences will be discussed in break out groups and the larger forum.					
Identify major themes from the current literature in this area around the importance of training to respond appropriately to disclosure, and to assess for risk/safety/child protection involvement in these complex cases.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Interactive Workshop)

Session # 35 Building the Plane While We Fly It: Supporting Integrated Health-Care Internships

Kim Crane Mallory, University of Tennessee at Knoxville
 Sarah Keiser, University of Tennessee at Knoxville
 Allison Corinne Milam, University of Tennessee at Knoxville

Date:
 Friday, November 4, 2016

Time:
 7:30 AM

Room:
 International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to identify strategies for training students to successfully complete field practicum in interdisciplinary, integrated teams.					
Participants will construct creative strategies for developing and supporting field instructors in integrated health care settings.					
Participants will be able to describe emerging issues related to the role of social workers in the integrated health care workforce and implications for field education.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Child Welfare (Interactive Workshop)

Session # 24 Cultural Humility: Praxis in Child Welfare

Christine A. Scudder, San Francisco State University
Christina Feliciano, University of California at Berkeley

Date:

Friday, November 4, 2016

Time:

7:30 AM

Room:

International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to identify at least three ways that unconscious associations and biases might inform child welfare interventions and outcomes in harm and safety assessments.					
Participants will be able to identify at least two ways that implicit bias might impact disproportionality in the child welfare system.					
Participants will be able to identify at least two ways they can transfer a "learner's stance" from an experiential assessment exercise into larger areas of practice.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

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Track: Field Education (Panel)

Session # 36 **Field and Student Perspectives on Clinical Competencies Needed by MSW Graduates**
Sandra Turner, Graduate School of Social Service
Virginia Strand, Fordham University

Date:
Friday, November 4, 2016

Time:
7:30 AM

Room:
International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to identify the specific competencies rated as most important for students to have upon graduation and document competencies where students were seen as most/least prepared.					
Identify the current state of Evidence Based Treatment implementation in the field and implications for working with the field to increase competency in this area					
Recognize the importance of collaboration with the field for effective MSW curriculum development and revision					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # 54 **How to Do (More) Scholarship of Teaching-Learning: Building a SoTL Research Agenda**
 Laura Escobar-Ratliff, Spalding University
 Larry W. Owens, Western Kentucky University
 Erlene Grise-Owens, Spalding University

Date:
Friday, November 4, 2016

Time:
7:30 AM

Room:
International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Gain understanding of the cross-disciplinary background, foundation, and impact of SoTL.					
Glean information about why SoTL matters in social work education and interdisciplinary work.					
Gather pragmatic tool and participate in hands-on development of a SoTL project, thus, building practical knowledge and skills for ongoing SoTL work.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Health (Panel)

Session # 40 Human-Animal Interactions: Implications for Wellness and Social Work Education

Page Walker Buck, West Chester University
 Shelby McDonald, Virginia Commonwealth University
 Janet Hoy, University of Toledo
 Christine Kim, National Museum of Animals and Society

Date: Friday, November 4, 2016 **Time:** 7:30 AM **Room:** International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Discuss and share scientific evidence demonstrating the effect of human-animal interactions on human wellness.					
Give examples of the importance of understanding the human-animal dynamic in family systems, specifically among vulnerable populations.					
Create ways to implement content on human-animal interactions in social work curricula.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Educational Outcomes Assessment (Interactive Workshop)

Session # 32 Integrating Multiple Assessment Strategies to Produce a Good Assessment Plan

Rolanda L. Ward, Niagara University
Kevin Blair, Niagara University
Tanyetta Carter, Niagara University

Date:

Friday, November 4, 2016

Time:

7:30 AM

Room:

M104 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will gain understanding about the cyclical function of assessment in program growth					
Participants will explore the relationship between key courses and program assessment					
Participants will learn about the design, implementation, and evaluation of a program assessment model that incorporates field seminar, field, online surveys, and a capstone course. Participants will have an opportunity to review syllabi, course assignments, and assessment materials and dialogue about realistic adoption within their social work program.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Islam and Muslims (Panel)

Session # 62 International Social Work Education and Practice in Islamic Contexts: Experiences of Visiting Faculty Members

Soleman Abu-Bader, Howard University
 Mahasin Saleh, University of Bradford
 Wahiba Abu-Ras, Adelphi University

Date: Friday, November 4, 2016 **Time:** 7:30 AM **Room:** M108 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will gain an awareness of social work education and practice in Islamic and Arab contexts, specifically in Palestine, Qatar, and Saudi Arabia. They will learn more about these cultural, religious and political contexts					
Participants will gain an increased awareness about each region and the similarities and differences in social work education and practice in these countries. They will gain insights about international social work education and practice.					
Participants will gain information that will help them to dispel stereotypes and myths about Muslims.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # 42 "None of Us Is as Smart as All of Us": A New Model of Interprofessional Graduate Training

Julianne Mitchell, University of Denver
 Ann Petrila, University of Denver
 Gloria E Miller, University of Denver
 Jeanine Coleman, University of Denver

Date: Friday, November 4, 2016 **Time:** 7:30 AM **Room:** Marquis Ballroom, Salon D (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Collaborate with other participants to identify key elements of interprofessional education (IPE), and how to work collaboratively across disciplines to support IPE programming in relation to early childhood mental health needs as well as other areas of interest.					
Understand and apply the process of collecting data from stakeholders involved in interprofessional collaborative programs to evaluate student (i.e., professional), child, family, and supervisor outcomes relevant to participants' specific settings.					
Develop action plans for taking on leadership roles to create an interprofessional collaborative program from various perspectives, including but not limited to faculty, students, and community partners.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Disaster and Traumatic Stress (Interactive Workshop)

Session # 31 Responding to Retraumatization in the Social Work Classroom

Lee Norton, Center for Trauma Therapy
Lauren Brown, University of Louisville

Date:
Friday, November 4, 2016

Time:
7:30 AM

Room:
M103 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Learners will hear a brief history of the study of trauma, be provided with key concepts related to trauma, and become aware of the phenomenon of re-traumatization in the social work classroom.					
Learners will engage in critical thinking, via small groups, to explore ways to promote a safe learning environment and effectively respond to re-traumatization in the classroom. This exercise will serve as a means for sharing experiences, building help strategies and heightening motivation for addressing the phenomenon through strategic course construction.					
Learners will leave the workshop knowledgeable about the subject and armed with effective practices for facilitating a safe learning environment that reduces and responds to re-traumatization among students.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Social and Economic Justice (Panel)

Session # 50 **Social Justice Matters: A Comprehensive Curriculum for Teaching Clinical Social Work**
 Dawn Belkin Martinez, Boston University
 Hye-Kyung Kang, Seattle University

Date:
 Friday, November 4, 2016

Time:
 7:30 AM

Room:
 International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to articulate the conceptual framework of a comprehensive social justice focused curriculum.					
Participants will be able to describe key theoretical concepts and practice activities highlighting social justice within the research, policy, and human behavior sequences of the social work curriculum.					
Participants will be able to articulate an overview of the Liberation Health model for clinical social work practice					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

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Track: African Americans and the African Diaspora (Panel)

Session # 22 Social Work Practice With African Americans in Urban Environments

Denise McLane-Davison, Morgan State University
 Michael Sinclair, Morgan State University
 Linda Darrell, Morgan State University
 Anthony Estreet, Morgan State University

Date: Friday, November 4, 2016 **Time:** 7:30 AM **Room:** M106 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To build on the work of African American scholar pioneers by examining relevant frameworks inclusive of the unique strengths to urban communities and their implications for social and economic justice.					
To increase participant knowledge through in-depth discussion of issues plaguing our growing urban communities relative to mental health and health disparities, debilitating housing, displacement of an aging urban population, and other challenges.					
To provide a platform for engaging participants in examining best urban social work practices based on the literature and case examples.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.						
2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

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Track: Social Welfare Policy and Policy Practice (Panel)

Session # 51 The Implicit Message of Social Work Education: Don't Be Radical!

Jason A. Ostrander, University of Connecticut
 Crystal Hayes, University of Connecticut
 Maureen Dimock, University of Connecticut
 Emily Loveland, Nancy A. Humphreys Institute for Political Social Work

Date: Friday, November 4, 2016 **Time:** 7:30 AM **Room:** M109 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Describe several factors associated with higher levels of political efficacy in social workers.					
Connect social workers' ethical obligation to enhance social students understanding of feminist and racial justice work.					
Share ideas for enhancing social work students' political knowledge, political efficacy, and political participation through classroom and field placement activities.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Military Social Work (Panel)

Session # 45 Working Together: How Veteran Peer Mentors and Social Workers Can Collaborate Katherine Mitchell, State University of New York at Stony Brook

Date: Friday, November 4, 2016

Time: 7:30 AM

Room: International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will gain understanding of veterans' reintegration process					
Participants will learn about veteran peer support and the role it plays in veterans' reintegration					
Participants will gain understanding of differences between professional social work support, peer support and how the two domains can collaborate effectively.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

Please submit any additional comments on the reverse side of this form.

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Track: Group Work (Interactive Workshop)

Session # 39 Working With Transgender and Cisgender Patients in Group Therapy at a Midatlantic Hospital

Alex Redcay, Millersville University of Pennsylvania
 Serise Inc
 Mayte Redcay, UBHC
 Kenneth Johnson, West Chester University
 Sheila McMahon, Brandeis University

Date: Friday, November 4, 2016 **Time:** 7:30 AM **Room:** M301 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to use appropriate terminology when working with transgender individuals.					
Participants will discuss the genetic & neurological research regarding transgender individuals.					
Participants will describe potential microaggressions that patients can experience in a clinical environment and summarize strategies for providing ethical and clinically appropriate treatment options.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Gero-Ed (Aging and Gerontology) (Interactive Workshop)

Session # 99 2016 Gero-Ed Center Kickoff: Sex and Intimacy After 60: Ethical and Practical Considerations

Amanda Barusch, University of Utah

Date:
Friday, November 4, 2016

Time:
10:30 AM

Room:
International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Describe the ethical dilemmas associated with late life sexuality (and dementia)					
Identify the unique challenges confronted by GLBTQ elders with respect to intimacy and sexuality					
Discuss matters related to sex and intimacy with older adults					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Cultural Competence (Panel)

Session # 83 Beyond Diversity and Inclusion: Creating a Social Justice Agenda in the Classroom

Justin Lerner, New York University
 Tonya Edmond, Washington University in St. Louis
 Anjali Fulambarker, University of Illinois at Chicago

Date: Friday, November 4, 2016 **Time:** 10:30 AM **Room:** International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to identify the value in creating classroom spaces grounded in social justice principles regardless of course content					
Participants will recognize how social work core values mandate the need for all social work classrooms to intentionally create anti-oppressive spaces					
Participants will consider how social work classrooms grounded in social justice are critical in order to create change in social policy					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: African Americans and the African Diaspora (Interactive Workshop)

Session # 71 #BlackLivesMatter: Across Color Lines and Countries
Phillipe Copeland, Boston University

Date: Friday, November 4, 2016 **Time:** 10:30 AM **Room:** International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to comprehend, analyze and evaluate basic information about the origin, characteristics, goals and methods of the #BlackLivesMatter Movement.					
Participants will be able to comprehend, analyze, and evaluate #BlackLivesMatter as a multiracial movement and apply this to social work for racial justice.					
Participants will be able to comprehend, analyze, and evaluate #BlackLivesMatter as an international movement and apply this to social work for racial justice.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Field Education (Panel)

Session # 93 Building Interprofessional Partnerships Through the Field Education Model in Social Work

Melissa Reitmeier, University of South Carolina
Teri Browne, University of South Carolina
Aidyn L. Iachini, University of South Carolina

Date: Friday, November 4, 2016

Time: 10:30 AM

Room: International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To share existing research literature that informs interprofessional teams across a variety of social work practice settings					
To share our current field education model for interprofessional clinical care in approximately 5 of those field sites.					
To share an example of an interprofessional curriculum, advanced practice field seminar syllabus, and relevant assignments that advance the application of interprofessional & behavioral health competencies. This includes sharing a tool that can be used to assess students for behavioral health and interprofessional competencies					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # Collaborative Classroom Activities for Social Welfare and Policy Students From Multiple Majors
119 Bethany G. Womack, University of Alabama
 Quentin R Maynard, University of Alabama

Date: Friday, November 4, 2016 **Time:** 10:30 AM **Room:** International 2 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
• Attendees will experience three classroom activities that are designed to facilitate discussion among students from different majors					
• Attendees will identify ways to illustrate historical and contemporary policy conundrums using experiential learning methods					
• Attendees will discuss ways to work through challenges of integrating multiple perspectives about policy and history in classroom discussion					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Educational Outcomes Assessment (Interactive Workshop)

Session # 91 Conceptualization and Assessment of Holistic Competence: Using OSCEs in Collaborative Practice

Mary Rawlings, Azusa Pacific University
Marion Bogo, University of Toronto

Date:
Friday, November 4, 2016

Time:
10:30 AM

Room:
M104 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Define holistic competence as applied to social work practice.					
Implement a methodology for linking EPAS competencies with strategies of holistic assessment.					
Apply Objective Structured Clinical Examination methodology in holistic assessment as applied to collaborative practice.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # **Creating Interprofessional Experiences: Setting a Place at the Table for Social Work**
109 Catherine A. Macomber, Saginaw Valley State University
 Matthew Mitchell, Saginaw Valley State University

Date: Friday, November 4, 2016 **Time:** 10:30 AM **Room:** Marquis Ballroom, Salon D (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will understand the benefit of and challenges to enhancing their own curriculum with interprofessional educational experiences.					
Participants will apply a model for developing interprofessional education experiences to their own educational setting.					
Participants will develop at least one goal for implementing the model in their own curricula.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Interactive Workshop)

Session # 94 Education for an Emerging Area of Practice: Integrated Primary Care
 Suzanne K. Sankar, Simmons College
 Kim Harriman, Simmons College

Date: Friday, November 4, 2016 **Time:** 10:30 AM **Room:** International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Demonstrate the capacity to apply the concept of levels of integration, with special emphasis on collaborative and inter-professional practice, to health field placements.					
Implement strategies for developing and designing integrated primary care settings for social work field placements.					
Give examples of how to sustain and strengthen integrated care field placements through reciprocal learning partnerships.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Technology in Social Work Education and Practice (Interactive Workshop)

Session # **Enhancing Student Soft-Skill Development in Online Education Course Rooms and Communities**
123 LaShon N. Sawyer, Case Western Reserve University

Date: Friday, November 4, 2016 **Time:** 10:30 AM **Room:** International B (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Increase knowledge associated with gamification activities to increase feelings of social presence for students					
Increase awareness of commonly identified distractions or barriers associated with synchronous and asynchronous online service delivery; possible solutions to address these distractions and barriers during student orientation activities					
Identify tools and activities directed toward students to address needed soft skills for online environments					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: International Issues (Panel)

Session #
108

Environmental Justice: Implications for International and Domestic Social Work Education and Practice

Meredith C. F. Powers, University of North Carolina at Greensboro
John Mathias, University of Michigan
Jennifer Willett, University of Nevada, Reno
R. Anna Hayward, Stony Brook University School of Social Welfare

Date:
Friday, November 4, 2016

Time:
10:30 AM

Room:
M109 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Attendees will recognize the confluence of structural inequalities and environmental degradation as environmental injustice.					
Attendees will understand how environmental social work and international social work intersect. Specifically, they will understand the impacts of environmental problems within poor communities in developing countries.					
Attendees will explore what American social workers can ethically and effectively do to address environmental injustice in other countries and cultural contexts.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Values and Ethics (Interactive Workshop)

Session #
127

Ethics for Helping Professionals: Teaching a Framework That Supports Collaborative Ethical Decision-Making
Scott G. Sanders, Social Science Division
Valerie Bryan, University of South Alabama
Laura Kaplan, University of Northern Iowa

Date: Friday, November 4, 2016 **Time:** 10:30 AM **Room:** M105 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Participants will identify at least two ways in which the ethical decision making framework discussed is different from one that relies solely on one's professional code of ethics and how this framework supports professional collaboration in the context of complex moral matters.					
2. Participants will be able to identify at least one way in which this framework can be infused within existing practice courses in order to teach complex ethical problem solving and promote advocacy and collaboration.					
3. Participants will apply the framework to at least 1 realistic case example within an interdisciplinary setting.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Clinical Practice (Interactive Workshop)

Session # 75 Integrating Narrative Theory and Practice in the Social Work Classroom

John P. McTighe, Ramapo College

Date: Friday, November 4, 2016

Time: 10:30 AM

Room: International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will identify the theoretical principles that underlie a narrative approach to social work practice. They will be able to articulate the implications of these principles for a biopsychosociospiritual understanding of the person.					
Participants will identify 4-5 ways in which a narrative perspective may be implemented in listening to, thinking about, and working with clients. They will explore how these may be mapped to the social work curriculum for use in a variety of courses.					
Participants will be able to utilize 4-5 pedagogical strategies for integrating a narrative perspective into their own classroom.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # Models for Training in Interprofessional Education and Student Satisfaction Tools

111

Dawn M. Joosten-Hagye, University of Southern California
 Erik Max Peter Schott, School of Social Work
 Kim Goodman, University of Southern California

Date:
 Friday, November 4, 2016

Time:
 10:30 AM

Room:
 M301 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Describe two experiential models that integrate IPE into the curricula of health professional training programs					
Discuss strategies for overcoming barriers for developing IPE curricula					
Identify tools used for assessing changes in knowledge and attitudes of participants in IPE activities					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Feminist Scholarship (Interactive Workshop)

Session # 92 **Mothering Children Born Unexpectedly With Down Syndrome: A 20th-Century Feminist-Informed Model**

Elisabeth A Counselman-Carpenter, Columbia University

Date:
Friday, November 4, 2016

Time:
10:30 AM

Room:
M302 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Attendees will be able to identify and explain the 7 unique stages of mothering children born unexpectedly with Down syndrome through the lens of feminist theory, in particular the constructs of 'personal politics', 'Woman', and 'experience'.					
Using this developmental model of mothering children diagnosed with a life-long developmental disability, attendees will be able to identify and adapt current evidence-based practices within a feminist framework to best address the clinical needs of this population.					
Using the constructs of 20th century feminist theory, attendees will be able to identify current gaps in service provision, evaluate and analyze opportunities for growth in medical and community setting and develop stronger programming to provide mother-child centered support for this population.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Field Education (Interactive Workshop)

Session # 96 **Out in the Field: Ensuring Affirmation for LGBTQI Students**
 Rebecca B. Brigham, University of North Carolina at Chapel Hill
 Kevin M. McNamee, University of North Carolina at Chapel Hill

Date: Friday, November 4, 2016 **Time:** 10:30 AM **Room:** International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will recognize the need to ensure field settings provide interpersonal supports and agency resources for students identifying as LGBTQI.					
Participants will examine multiple strategies for providing an affirming environment for LGBTQI students in field placements.					
Participants will determine three strategies that they can readily implement within their own social work programs.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: University-Community Partnerships (Panel)

Session #
126

Path to Licensure: Unique Partnerships With Educators, Exam Mentors, and Regulators
Janice J Fitts, Association of Social Work Boards
Anwar Najor-Durack, Wayne State University
Steven Huberman, Touro College

Date:
Friday, November 4, 2016

Time:
10:30 AM

Room:
M304 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will know at least 3 ways to infuse license and regulation information in the social work program.					
Participants will know the process for creating a Learning Community of students to support knowledge, skills, and abilities necessary to successfully pass the exam, including recall, application, and reasoning skills, through the integration of classroom and field experience to assist in applying social work competencies for the licensing exam.					
Participants will be able to identify challenges facing particular groups taking the licensing exams and techniques to what schools of social work can do to help their graduates succeed.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Field Education (Interactive Workshop)

Session # 98 Recruiting, Maintaining, and Sustaining Integrated Behavioral Health Sites In Field Education

Lisa Zerden, School of Social Work
 Meryl Kanfer, School of Social Work
 M. Theresa Palmer, School of Social Work
 Annette Semanchin Jones, University at Buffalo, State University of New York

Date: Friday, November 4, 2016 **Time:** 10:30 AM **Room:** International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Participants will gain knowledge on the levels of behavioral health integration.					
2. Participants will be able to articulate three key components that facilitate success as an integrated behavioral health field placement.					
3. Participants will acquire two specific strategies to recruit new integrated behavioral health field-placements sites.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Cultural Competence (Interactive Workshop)

Session # 85 Researching and Grant Writing for Projects Involving Minority Populations: Challenges and Thoughts

Mo Yee Lee, Ohio State University
Michael Spencer, University of Michigan
Jorge Delva, University of Michigan

Date:
Friday, November 4, 2016

Time:
10:30 AM

Room:
M103 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will identify challenges and issues that they have encountered in researching and grant writing for minority populations.					
Participants will learn common problems committed by authors in rejected submissions of grant proposals on minority populations.					
Participants will share experiences, knowledge, and skills that can beneficially address the identified challenges and issues pertaining to researching and grant writing for minority populations.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
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Track: Clinical Practice (Panel)

Session # 143 **A Collaborative Approach for Clinicians Helping Traumatized Immigrant and Refugee Children and Families**
 Nancy Boyd Webb, Retired, Fordham
 Janice Edwards, Howard University
 Linda Openshaw, Texas A&M University - Commerce
 Fariyel Ross-Sheriff, Howard University

Date: Friday, November 4, 2016 **Time:** 12:45 PM **Room:** International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Understand the trauma and stress that is associated with relocating without adequate support from policies and communities.					
2. Describe the challenges faced by immigrants and some possible solutions.					
3. Appreciate the need for multi-faceted interventions and collaboration to address the numerous needs of immigrants.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Field Education (Interactive Workshop)

Session #
153

A Comparison of the 2008/2015 EPAS for Field Evaluation: A Liberal Arts Perspective
Lisa Clifton, Asbury University
Michele Wells, Asbury University
Andrew Reynolds, Asbury University

Date:
Friday, November 4, 2016

Time:
12:45 PM

Room:
A702 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To learn how Asbury University, a liberal arts institute, updated field practicum forms to meet 2015 EPAS and how this can be applied in your setting.					
To explore different ways to address the new 2015 CSWE EPAS for field practicum.					
To identify important changes from the 2008 CSWE EPAS to the 2015 CSWE EPAS.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Baccalaureate Programs (Panel)

Session #
138

Advancing Environmental Justice Through Connected Learning
Dennis Long, Xavier University
Carolyn Tice, University of Maryland, Baltimore County
Lisa Cox, Stockton University

Date:
Friday, November 4, 2016

Time:
12:45 PM

Room:
M106 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
The panel will identify and examine content and learning examples for including environmental justice and advocacy in undergraduate coursework and curriculums.					
The panel will define specific ways environmental justice can be examined in the classroom using connected learning.					
The panel will engage participants to reflect upon how social work policies and practices that advance environmental justice can be assessed in curriculums.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: University-Community Partnerships (Interactive Workshop)

Session #
186

Applied Arts and Social Justice: A Partnership for the 21st Century
Lori Power, University of New England

Date:
Friday, November 4, 2016

Time:
12:45 PM

Room:
M107 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will explore some ideas for connecting with members of their own campus or practice communities to use the creative arts for healing and social change.					
Participants will brainstorm and discuss some ways that a program like the Applied Arts and Social Justice Certificate can be implemented at their Schools of Social Work.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

Please submit any additional comments on the reverse side of this form.

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CE Session Evaluation Form

Please print your name here:

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Track: Cultural Competence (Interactive Workshop)

Session #
150

Assuming Responsibility: Using Microaggressions by Students and Faculty Members as a Teaching Tool
Natalie J. Thoreson, InVision Consulting
Rose Wong, California State University, East Bay

Date: Friday, November 4, 2016 **Time:** 12:45 PM **Room:** International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Gain knowledge about the phenomenon of microaggressions as experienced by students and perpetrated by faculty and students in a racially and ethnically diverse MSW program. This includes gaining familiarity with microaggressive themes based on Sue's (2010) typology and how these themes manifest themselves in an educational context.					
Learn skills and practical approaches for recognizing and addressing microaggressions when they occur, whether perpetrated by the instructor or other students, inside or outside the classroom.					
Learn to build awareness and promote strategies for addressing microaggressions systematically in social work education.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Feminist Scholarship (Panel)

Session # 152 **Balancing Family With Academic Responsibilities: Successful Linear and Nonlinear Academic Pathways**

Catherine A. Simmons, University of Memphis - Department of Social Work
 Eugenia L. Weiss, University of Southern California
 Sara L Schwartz, University of Southern California
 Denise McLane-Davison, Morgan State University

Date:
Friday, November 4, 2016

Time:
12:45 PM

Room:
M302 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Develop an understanding about the process and outcome of considering career choices, professional accomplishments, family caretaking, and leading a balanced life through the dominant lens versus a feminist lens.					
Apply ways to practice good self-care and prevent burnout within linear and non-linear academic pathways including use of Feminist Theory and Critical Race Theory to reframe scholarship, teaching, service and the importance of being a good parent, partner, and friend.					
Discuss aspects of non-traditional academic opportunities (i.e., non-tenure positions & on-line education) as mechanisms to empower women who need to temporarily (or permanently) step away from traditional academic pathways including how these opportunities can be associated with identity formation.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Social Welfare Policy and Policy Practice (Interactive Workshop)

Session #
180

Bringing Voter Engagement to Campus
Shannon R. Lane, Adelphi University
Tanya Rhodes Smith, University of Connecticut
Jason A. Ostrander, University of Connecticut
Mary Hylton, University of Nevada, Reno

Date: Friday, November 4, 2016 **Time:** 12:45 PM **Room:** M303 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Participants will understand the important connection between civic participation, individual and community health and, ultimately, public policy. They will learn some of the benefits of voting to the clients and communities served by social work and effective ways to communicate this information to students.					
2. Participants will be able to articulate federal rules governing voting and voter registration. They will develop strategies to find local and state experts to assist in developing their own programs and build a toolbox of resources that will be useful for them and their students.					
3. Participants will develop strategies for embedding voter engagement into their program's curriculum and leave with a solid plan that will allow them to immediately begin the process of bringing new ideas about voter engagement to their students.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Interactive Workshop)

Session # Collaboration in Development of Positive Outcomes to Negative Experiences in Field Practicum

154

Tammy Carson, Bloomsburg University
Shiloh Erdley-Kass, Bloomsburg University

Date:
Friday, November 4, 2016

Time:
12:45 PM

Room:
International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will understand student barriers to reporting incidents of micro-aggressions and discrimination.					
Participants will learn methods of collaborating with universities, community agencies and students to intervene in and ultimately prevent discrimination in the field placement setting.					
Participants will be able to develop self-advocacy tools for students to use in placement settings and in post graduate professional work, should instances of discrimination arise.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # **Contemplating Justice: Contemplative Practices in Social Justice-Oriented Social Work Education**
182 Katherine Querna, University of Washington
 Marcia K. Meyers, University of Washington

Date: Friday, November 4, 2016 **Time:** 12:45 PM **Room:** International 2 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
•Discover ways in which personal contemplative practice can increase their capacity for social work practice that engages with diversity and advances social justice					
•Convey to Social Work students how personal contemplative practices relate to culturally competent and social justice oriented practice					
•Relate the use of contemplative practices in Social Work curriculum to the teaching/learning context of their own institution					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Values and Ethics (Interactive Workshop)

Session #
190

Ethical Challenges in Interprofessional Collaborations: Implications for Social Work Education
Joanne Whelley, Barry University
Phyllis Black, Marywood University

Date:
Friday, November 4, 2016

Time:
12:45 PM

Room:
M104 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Describe the ethical challenges inherent in interprofessional collaborative practice.					
2. Apply strategies to reconcile ethical controversies among the interprofessional team members.					
3. Articulate pedagogical approaches to enhance student competency to work collaboratively with other professionals with particular attention to ethical practice.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # **Experiential and Collaborative Learning: Engaging Social Work and Law**
166 Ann Webb, University of Houston
 Monit Cheung, University of Houston

Date: Friday, November 4, 2016 **Time:** 12:45 PM **Room:** Marquis Ballroom, Salon D (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will develop an enhanced understanding of the different ways in which social workers can participate in multidisciplinary settings with lawyers					
Participants will develop skills to implement a multidisciplinary collaborative learning project to engage law and social work students					
Participants will acquire knowledge of procedures utilized in trial settings in which social workers may play an important role					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Panel)

Session #
155

Factors Affecting Student-Field Instructor Relationships and Internship Outcomes
Gregory R. Thrasher, Wayne State University
Anwar Najor-Durack, Wayne State University

Date:

Friday, November 4, 2016

Time:

12:45 PM

Room:

International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify at least two factors that contribute to quality placement relationships					
Identify at least two methods to improve student-field instructor relationships					
Identify the value of good leadership in fostering positive outcomes for students preparing for social work practice					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Human Behavior and the Social Environment (Interactive Workshop)

Session # Infusion or Confusion? Interdisciplinary and Collaborative Practice Within the HBSE Content

163

Vanessa Brooks Herd, Saginaw Valley State University
Kathleen Woehrle, Central Michigan University

Date:
Friday, November 4, 2016

Time:
12:45 PM

Room:
M103 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Upon completion of the workshop, participants will be able to identify the four 2015 EPAS competencies explicitly related to Human Behavior and Social Environment content.					
Upon completion of the workshop, participants will be able to distinguish the contributions of other disciplines to the HBSE curriculum, and consider strategies to work collaboratively across disciplines.					
Upon completion of the workshop, participants will be able to identify content specific to social work epistemology, and consider strategies to steward such content within the profession.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Technology in Social Work Education and Practice (Interactive Workshop)

Session # **Investigating Mobile Technology Tools for Social Workers**
185 Julie Gilliam, UMB School of Social Work
 Kimberly Grocher, Weill Cornell Medical College

Date: Friday, November 4, 2016 **Time:** 12:45 PM **Room:** International B (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Attendees will be able to locate and identify mobile technology applications and approaches that can be utilized in social work practice.					
Attendees will be able to use mobile technology ethically in their social work practice with clients.					
Attendees will be able to demonstrate the ability to discern which mobile technology approaches are clinically appropriate with populations across the lifespan.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Criminal and Juvenile Justice (Interactive Workshop)

Session # Keeping Circles: Restorative Practices for Trauma-Informed Schools
147 Edmon Tucker, Barry University
 Quayneshia Smith, Barry University

Date:
 Friday, November 4, 2016

Time:
 12:45 PM

Room:
 L402 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Participants will be able to contrast disciplinary practices in schools that contribute to the school-to-prison pipeline to restorative justice theory and its application in creating safer, trauma-informed schools.					
2. Participants will be able to explain various restorative practices and will be able to guide others through the restorative circle process in a classroom or group setting.					
3. Participants will be able to summarize the ways that restorative practices enhance an individual's ability to regulate stress and therefore participate effectively in school.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

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CE Session Evaluation Form

Please print your name here:

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Track: Field Education (Interactive Workshop)

Session # 157 Off-Site MSW Supervision: Five Years of Exciting Success

Kathryn Johnson, University of Denver
 Michele Sienkiewicz, University of Denver
 Wanda Ellingson, University of Denver
 Julianne Mitchell, University of Denver

Date: Friday, November 4, 2016 **Time:** 12:45 PM **Room:** International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Understand key elements to providing successful off-site MSW supervision.					
Identify the challenges and solutions to providing high quality and effective off-site MSW supervision from the perspective of field teams, students and field agencies.					
Apply lessons learned and elements to replicate from an off-site MSW supervision program that is now five years old with consistently positive outcomes.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Rural Issues (Panel)

Session #
178

Over the Hill to the Poor Farm: Rural History Almost Forgotten
Michael R. Daley, Texas A&M University-Central Texas
Peggy pittman-Munke, Murray State University

Date:
Friday, November 4, 2016

Time:
12:45 PM

Room:
M109 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
At the conclusion of this panel participants will be able to identify three differences between a poor farm and a poorhouse.					
At the conclusion of this panel participants will be able to identify three groups of residents and typical services provided by the poor farm.					
At the conclusion of this panel participants will be able to discuss the relevance of the poor farm experience for modern social welfare and social work.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # **168** **Preparing Students for Collaborative Practice in Integrated Health: Evidence From Two Cohorts**
 Carrie Rishel, West Virginia University
 Helen Hartnett, West Virginia University

Date: Friday, November 4, 2016 **Time:** 12:45 PM **Room:** International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
•Develop training components that specifically prepare social workers for collaborative, interprofessional practice					
•Describe the evaluation results from the first two graduating cohorts of the IMBTP and apply these results to specific recommendations related to preparation for collaborative practice					
•Identify specific strategies for curriculum development (both classroom and field) and program innovation aimed at strengthening social work student preparation for collaborative practice					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Social and Economic Justice (Interactive Workshop)

**Session #
179**

Privilege and Paper Clips: Teaching Social Justice
Melody Loya, West Texas A&M University

Date:
Friday, November 4, 2016

Time:
12:45 PM

Room:
M301 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants in this workshop will be able to facilitate an exercise on privilege and oppression in the classroom.					
Participants in this workshop will have a deeper understanding of the layers of privilege and oppression relating to seven different types of privilege.					
Participants in this workshop will have a greater comfort level in facilitating social justice discussions in the classroom.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: University-Community Partnerships (Panel)

Session # Teaching Racial Justice Through Community Partnerships: Connecting the Past to the Present
189 Joelle Zobotka, Monmouth University
 Anne C. Deepak, Monmouth University

Date: Friday, November 4, 2016 **Time:** 12:45 PM **Room:** M304 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will gain knowledge of strategies for teaching racial justice through community partnerships.					
Participants will gain knowledge of the community as expert perspective.					
Participants will examine strategies of building authentic relationships across difference between faculty, students and community members.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

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Track: Addictions (Interactive Workshop)

Session # **The NAS Epidemic: Preserving the Dignity and Worth of Mother and Baby**
136 April Mallory, University of Tennessee at Knoxville
 Cayce Watson, Lipscomb University

Date:
Friday, November 4, 2016

Time:
12:45 PM

Room:
M105 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify the scope of opioid use and misuse among women, specific risks during pregnancy, and available treatment options for clients including the use of methadone and buprenorphine.					
Describe evidence-based points of intervention and opportunities for creating integrated systems at both the individual and community practice levels when working with opioid dependent pregnant clients.					
Explore barriers to effective treatment including access to care, conflicting treatment approaches, and punitive social welfare policies by utilizing case examples and current policy.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Higher Education/Nonprofit Leadership (Interactive Workshop)

Session # **The Preparation for Graduate Social Education (PGSWE) Subscales: Differential Reliability and Validity**

162

Ayat J.J. Nashwan, Yarmouk University, Jordan
 Stan L. Bowie, Sr., University of Tennessee at Knoxville
 Veliska Thomas, University of Southern California
 Richard L. Johnson, University of Tennessee at Knoxville

Date: Friday, November 4, 2016 **Time:** 12:45 PM **Room:** International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To assess the differential reliability of the following PGSWE subscales by race (Blacks and Whites): Job Factor, Graduate Network, Career Development, Perceived Fairness of Treatment, Undergraduate Preparation, and Graduate Learning Difficulty. The learners will be able to do general and differential reliability analysis with behavioral rating scales.					
To assess the differential validity of the following PGSWE subscales by race (Blacks and Whites): Job Factor, Graduate Network, Career Development, Perceived Fairness of Treatment, Undergraduate Preparation, and Graduate Learning Difficulty. The learners will be able to do general and differential (predictive) validity analysis with behavioral rating scales.					
To assess and report the variance in differential subscale reliability for ethnicity and gender groups (i.e., Black males, White males, Black females, and White females). The learner will be able to conduct differential reliability analyses in order to assess the relative strength of the various subscales for different demographic cohorts.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					

3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Lesbian/Gay/Bisexual/Transgender Issues (Interactive Workshop)

Session # **Allyship in the Classroom: Collaboration With Safe-Space Training in Social Work**
226 Kara S. Lopez, Stephen F. Austin State University
 Ann C. Wilder, Stephen F. Austin State University

Date:
Friday, November 4, 2016

Time:
2:00 PM

Room:
M302 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Workshop participants will be able to incorporate a Safe Space trainer into classroom presentations at both the BSW and MSW level.					
Workshop participants will develop active learning strategies as methods for explanation of concepts related to sex, gender, sexual orientation, gender identity and expression.					
Workshop participants will be able to identify film and instructional media that has been helpful in facilitating classroom discussion on LGBTQ+ populations in order to enhance diversity in social work practice.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

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Track: Health (Interactive Workshop)

Session #
212

"Breast Is Best": The Role of Breastfeeding in Attenuation of Stress
Tess Lefmann, University of Mississippi

Date:
Friday, November 4, 2016

Time:
2:00 PM

Room:
M303 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To gain an understanding of neurophysiology of stress during pregnancy and effects of fetal programming on infant stress after birth.					
To comprehend the relationship between secure attachment and breastfeeding in relationship to brain development.					
To connect the importance of breastfeeding and stress reduction with implications for policy, practice, and research.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Immigrants, Refugees, and Displaced Populations (Interactive Workshop)

Session # **Civic Engagement Among Middle Eastern and North African Refugees and Immigrants**
218 Sara Makki Alamdari, Indiana University
 Wafa Alhajri, Indiana University

Date:
Friday, November 4, 2016

Time:
2:00 PM

Room:
International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To increase the knowledge regarding the attitudes toward and level of civic engagement among immigrants and refugees from the Middle East and North Africa					
To understand factors contributing to civic engagement among immigrants and refugees from the Middle East and North Africa which lead to more effective research, interventions and policies					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

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Track: Cultural Competence (Panel)

Session #
200

#CollaborationMatters: Integrating Cultural Humility, Ethical Standards, and Transformational Leadership
Kateri Ray, Capella University
Telvis M. Rich, Capella University
Zulema E. Suárez, Capella University

Date: Friday, November 4, 2016 **Time:** 2:00 PM **Room:** International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Participants will be able to apply the new NASW Cultural Competence Standards in professional social work practice.					
2. Participants will be able to describe how transformational leadership informs collaboration in the workplace.					
3. Participants will be able to recognize and articulate the differences and similarities between cultural competence and cultural humility and discuss a plan to improve collaboration through the use of cultural humility in social work practice.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
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Track: University-Community Partnerships (Panel)

Session #
247

Collaborative Leadership Creating Affordable Workforce Housing
Samuel Mistrano, School of Social Work
Scott Darrell, University of Southern California

Date:
Friday, November 4, 2016

Time:
2:00 PM

Room:
International B (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Synthesize how the faculty of a school of social work can partner with their community and provide innovative leadership across disciplines to create affordable workforce housing.					
Demonstrate that fruitful university- community partnerships can be created from an overtly social work perspective.					
Analyze how social workers can bring their macro-perspective and skills to influence specific policy.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Cultural Competence (Interactive Workshop)

**Session #
201**

Continuing Constructive Critical Conversations: Exploring Implicit Biases

Tanya Greathouse, Metropolitan State University of Denver

Jo Daugherty Bailey, Metropolitan State University of Denver

C. Elizabeth Mendez-Shannon, Metropolitan State University of Denver

Lori Darnel, Metropolitan State University of Denver

Date:

Friday, November 4, 2016

Time:

2:00 PM

Room:

International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
In small groups participants will discuss the meaning of implicit biases and share their insights into their implicit biases.					
In small groups participants will discuss their understanding of the Kang and O'Neil model for facilitating Critical Conversations in the classroom.					
In small groups participants will practice engaging in Critical Conversations using the Kang and O'Neil model.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # **Faith-Based, Dual-Degree, MSW Programs: Strengthening Two Worlds**
222 Alina M. Baltazar, Andrews University
 Margaret Howell, Andrews University

Date: Friday, November 4, 2016 **Time:** 2:00 PM **Room:** Marquis Ballroom, Salon D (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Learn how to design and implement a faith-based dual degree MSW program.					
Identify challenges and strengths to faith-based dual degree MSW programs.					
Understand how to help dual degree students maintain meaningful connections to both professions.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session #
242

Harnessing the Power of Practice Experience: Scenario-Based Learning in Social Work Education
Kathryn Brzozowski, Temple University
Jessie Timmons, Temple University

Date:
Friday, November 4, 2016

Time:
2:00 PM

Room:
International 2 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify how the intersection between practice and teaching prioritizes case presentations and integration of clinical examples.					
Provide an overview of active learning pedagogy and the various approaches utilized, highlighting the format and applications of the scenario-based learning approach.					
Design and develop a scenario-based learning format that addresses their own case example and understand how to apply it in their own courses.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Cultural Competence (Panel)

Session #
202

In the Shadow of Ferguson: Teaching Diversity Dialogues in a Group-Work Class

Jill Schreiber, Southern Illinois University Edwardsville
Kimberly A E Carter, Southern Illinois University Edwardsville
Joseph D. Minarik, University of Illinois at Urbana-Champaign

Date:
Friday, November 4, 2016

Time:
2:00 PM

Room:
International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
• Participants will learn how a BSW social work practice course, facilitating small groups, can be structured to promote both small-group facilitation skills as well as culturally competent social work practice. Culturally competent practice skill development is centered in the small group practice course design, rather than operate as an add-on.					
• Participants will be invited to see how faculty, through their approaches to curriculum development, can circumvent the challenges of lack of “diversity” that can otherwise occur in smaller, more rural, or predominantly white social work programs.					
• Participants will be invited to learn how to expand responsibility for “diversity” in their departments, and the potential impact of such cultural competence practices by white faculty on students and faculty, including those of color.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Field Education (Interactive Workshop)

Session # **Managing Field Problems: Strategies to Use in Our Own Backyard and Beyond**
208 Sarah Keiser, University of Tennessee at Knoxville
 Kim Crane Mallory, University of Tennessee at Knoxville

Date:
 Friday, November 4, 2016

Time:
 2:00 PM

Room:
 International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will discuss the role of gatekeeping in field education and how this role is evolving with online education. Participants will discuss gatekeeping methods used during the admissions process, post-admissions, and with field placements. Participants will learn about current methods utilized by presenters.					
Participants will discuss some common problems that students experience in the practicum setting and how these problems are currently being managed in both on campus and online programs. Challenges with addressing field issues will be discussed and participants will learn about current methods utilized by presenters.					
Participants will have a discussion surrounding innovative techniques for developing gatekeeping policies and procedures that are effective for both on campus and online students. Presenters will share current strategies used when working with on campus and online students to promote success in field education and engagement with field faculty.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Field Education (Panel)

Session #
210

Preparing the Workforce to Deliver Quality Integrated Health Care: An Innovative University/Agency Partnership
Daicia Smith, University of Michigan
Mary C. Ruffolo, University of Michigan
Elizabeth H. Voshel, University of Michigan

Date:
Friday, November 4, 2016

Time:
2:00 PM

Room:
International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants examine the key steps involved in building a university/agency partnership to enhance workforce development in integrated healthcare					
Participants explore strategies to address the challenges related to organizational changes needed to support the partnership building and workforce training goals.					
Participants review the outcomes of the multidisciplinary workforce trainings focusing on integrated health care skills developed to target field instructors and students.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Spirituality (Panel)

Session #
238

Spiritually-Relevant Field Education: A Critical Component for Advancing Collaborative Social Work Practice
Catherine Hawkins, Texas State University
Karen Knox, Texas State University-San Marcos
Andrew T. Marks, Texas State University
R. Stephen Medel, Texas State University-San Marcos

Date:
Friday, November 4, 2016

Time:
2:00 PM

Room:
M105 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will expand their knowledge base by learning an instructional framework and teaching strategies for integrating spirituality into field education, including global implications for our increasing diverse society and student populations.					
Participants will deepen their value base by exploring how spiritually-relevant field education promotes ethical and effective collaborative social work practice, including self-awareness of one's own spiritual biases and how this can impact learning.					
Participants will enhance their skill base for incorporating spirituality into field education by practicing a case-based educational model that spans micro and macro levels of professional practice and emphasizes an applied experiential approach.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
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Track: Values and Ethics (Interactive Workshop)

Session # 250 Strategies for Teaching Diversity: Opportunities and Challenges in the Virtual MSW Classroom

Karra Bikson, University of Southern California
 Melissa Singh, University of Southern California
 Renee Smith-Maddox, School of Social Work
 Tyan Parker, University of Southern California

Date: Friday, November 4, 2016

Time: 2:00 PM

Room: M109 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Discover and discuss inclusive classroom strategies to address conflicts, controversy or tension that arise impromptu around diversity issues. Culturally relevant teaching strategies used in synchronous sessions will be shared and practiced.					
2. Improve instructional techniques in working with individual students who are resistant to learning about diversity and cultural competence. Workshop participants will learn and practice techniques in working with individual students who are challenged in developing cultural competence.					
3. Learn about instructional resources to prepare and deliver lesson plans on diversity content in online distance education. Instructional resources on teaching diversity content and cultural competence will be provided.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Technology in Social Work Education and Practice (Panel)

Session #
245

Supporting Student Engagement in Online Environments
Melanie Sage, University of North Dakota
Todd Sage, University of North Dakota
Andrew Quinn, University of North Dakota
Jimmy Young, California State University San Marcos

Date: Friday, November 4, 2016 **Time:** 2:00 PM **Room:** International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Be able to define engagement in an online environment, and the theoretical connection to the Communities of Inquiry Model.					
Be able to identify techniques useful for promoting engagement in an online environment.					
Be able to identify specific tools for helping students model engagement with clients via online coursework.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Human Behavior and the Social Environment (Interactive Workshop)

**Session #
217**

The New Frontier of HBSE: Preparing Students for Success in the 21st Century
Sukey Steckel, University of Tennessee at Knoxville

Date:
Friday, November 4, 2016

Time:
2:00 PM

Room:
M103 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify and understand recent advances in research related to neurophysiology and adverse childhood experiences and its implications for modern social work practice.					
Describe the current status of and future goals related to HBSE curriculum in accredited MSW programs.					
Discuss implications and next steps related to the HBSE curriculum in their MSW program.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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CE Session Evaluation Form

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Track: University-Community Partnerships (Interactive Workshop)

Session # 298 **Community Forums: An Innovative Tool for Program Evaluation in Social Work Education**
 Brenda Morris, Carleton University
 Brooke Eagle, Carleton University
 Sarah Todd, Carleton University

Date: Friday, November 4, 2016 **Time:** 3:15 PM **Room:** International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
• Participants in this workshop will explore the literature on community-engaged evaluation and program development, and situate the proposed model as a means of enhancing both, within the context of social work education.					
• Participants will learn about the development and implementation of the community forum model at the presenters' university, and discuss possibilities and limitations for its use in their own programs.					
• Participants will experience a mock forum and reflect on how to enhance strategies for data collection, analysis, and dissemination of findings, in addition to considering the unanticipated positive and negative outcomes of the process.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: African Americans and the African Diaspora (Interactive Workshop)

**Session #
257**

Constructing Achievement in Black Children in School: The Role of Racial Socialization
Eric Kyere, University of Pittsburgh

Date:
Friday, November 4, 2016

Time:
3:15 PM

Room:
M103 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participant will be introduced to racial socialization as a therapeutic tool for working with Black Children					
Participants will acquire skills for working with and on behalf Black children in a culturally sensitive manner					
Participant will learn about the opportunities that exist for social work perspective in the debate on the racial disparities in education.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Field Education (Interactive Workshop)

Session #
272

Creating a Repository of Online Assignments for the Field Integration Seminar

Cheri Tarutani, University of Hawai'i at Manoa

Robin Arndt, University of Hawai'i at Manoa

Tammy Kaho'olemana Martin, University of Hawai'i at Manoa

Date:

Friday, November 4, 2016

Time:

3:15 PM

Room:

International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Participants will be able to implement FIS assignments using Google classroom.					
2. Participants will be able to prepare students to attend field integration seminar with content and case scenarios in mind to fully engage in critical thinking discussion.					
3. Participants will collaborate to create a repository of assignments that focus on a wide range of topic areas and professional development that can be easily accessed and by faculty and adjunct faculty.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Spirituality (Interactive Workshop)

Session #
295

Cultivating and Conceptualizing Self-Compassion for Social Work Practice
Douglas Crews, Florida Gulf Coast University

Date:
Friday, November 4, 2016

Time:
3:15 PM

Room:
M107 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
The participants will be able to define self-compassion and recognize the foundational components of mindfulness vs. over-identification, self-kindness vs. self-judgment, and common humanity vs. isolation.					
Participants will develop skills around self-compassion to practice the following that: 1) self-compassion is a skill that can be taught; 2) people can learn to be more self-compassionate; and, 3) self-compassion is always available, as long as one is willing to extend that compassion to one's self.					
Participants will be able to integrate the foundations of self-compassion into professional social work practice by exploring tools to build self-compassion in one's self and in the lives of the clients they serve.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Interprofessional Education and Collaborative Practice (Panel)

Session #
286

Developing Cultures of Collaboration: Lessons Learned From a Multischool Field Education Innovation

Diane Elze, University at Buffalo, State University of New York

Paul Robert Gould, Simmons College

David Skiff, Roberts Wesleyan College

Debra Fromm Faria, College at Brockport, State University of New York

Date:
Friday, November 4, 2016

Time:
3:15 PM

Room:
Marquis Ballroom, Salon D (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
After the panel, attendees will be able to identify three strategies in designing field placements serving military families, veterans and underserved populations using a collaborative approach.					
After the panel, attendees will be able to identify at least three strategies that increase MSW students' efficacy as interprofessional team collaborators.					
At the conclusion of the panel, attendees will recognize the benefits and challenges of collaborations involving partner social work programs. They will also be able to assess the viability and appropriateness of developing such collaborations themselves.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: University-Community Partnerships (Panel)

Session #
299

Developing Leaders, Building Collaborations, and Addressing Social Justice: One University's Experience

Kesslyn Brade Stennis, Coppin State University
Jason Woodford, Coppin State University
Deborah Woolford, Coppin State University
Shereeka Cole, Coppin State University

Date:
Friday, November 4, 2016

Time:
3:15 PM

Room:
International B (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Attendees will learn how to 1.) tailor experiences for emerging leaders which could promote further leadership development.					
Attendees will learn how to 2.) consider how collaborations with departments of social work and community entities could further social justice service initiatives.					
Attendees will learn how to 3.)utilize contemporary community issues to empower emerging leaders and social justice advocates.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
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1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Values and Ethics (Interactive Workshop)

Session # **Tarasoff at 40: The Evolving “Duty to Protect” and Limits on Confidentiality**
302 Dawn Hobby, NASW
 Allan E. Barsky, Florida Atlantic University

Date:
 Friday, November 4, 2016

Time:
 3:15 PM

Room:
 International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Analyze the competing interests of client confidentiality, the safety of the third parties, and the most effective way to deal with clients who may pose risks to third parties.					
Apply a range of laws, agency policies, and professional ethical standards that relate to the duty to protect third parties from serious harm.					
Educate students about how to apply a strategic framework for analyzing risk to third parties and make prudent decisions about the best ways to protect third parties from harm, while also protecting client confidentiality to the greatest extent possible.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Field Education (Panel)

Session #
274

Innovative Approaches to Field Education: Collaborating With Communities

Sarah VanZooeren, Eastern Michigan University
Celeste Hawkins, Eastern Michigan University
Jennifer Fritz, Eastern Michigan University
Bonnie Miller, Eastern Michigan University

Date:
Friday, November 4, 2016

Time:
3:15 PM

Room:
International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To strategize ways to supervise and support students in non-traditional yet mission focused settings.					
To generate discussion about the successes and challenges of field units in various community agencies					
To brainstorm strategies for creating future field unit initiatives with other vulnerable populations in the community					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Group Work (Interactive Workshop)

Session #
277

Integrating Problem-Based and Case-Method Teaching in Social Group Work Education
Alice Schmidt Hanbidge, Renison University College
Mark Gianino, Boston University
Carol S. Cohen, Adelphi University

Date:
Friday, November 4, 2016

Time:
3:15 PM

Room:
M303 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will understand and use a new integrated problem-based and case method teaching model to enhance social group work practice and education					
Participants will develop ability to construct collaborative learning opportunities to enhance practice that are applicable to web-based teaching tools					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

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Track: Interprofessional Education and Collaborative Practice (Panel)

Session # 287 **Interdisciplinary Training for Graduate and Law Students: The Center for Out-of-Court Divorce**
 Michele Sienkiewicz, University of Denver
 Kathryn Johnson, University of Denver
 Denise Breinig-Glunz, Center for Out of Court Divorce
 Melinda Taylor, Center for Out of Court Divorce

Date: Friday, November 4, 2016 **Time:** 3:15 PM **Room:** International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to describe the successful components of an interdisciplinary intern training model for graduates students based on the work of the Center for Out-of-Court Divorce- a pilot project at a private university.					
Participants will identify challenges posed by interdisciplinary training, particularly in their own institutions.					
Participants will modify the program components utilized at the Center for Out-of-Court Divorce in order to develop an interdisciplinary training model for students at their own institutions.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Cultural Competence (Interactive Workshop)

Session # **Knowing Your Lens: A Cultural Humility and Competence Training Through Transformative Dialogue**
269 Adrienne Michele Fletcher, University of Wisconsin-Green Bay

Date:
Friday, November 4, 2016

Time:
3:15 PM

Room:
International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
The learner will be able to identify and understand ideas, definitions and theories of cultural humility and cultural competence.					
The learner will be able to identify United States social structures, social constructions and social models. The learner will also be able to describe how social structures, social constructions and social models contribute to present levels of cultural humility and cultural competence within the United States.					
The learner will be able to identify specific actions to improve and enhance cultural humility and cultural competence within agencies, curriculum, research, pedagogy, and communities.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.



CE Session Evaluation Form

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Track: Research and Program Evaluation (Interactive Workshop)

**Session #
293**

Mixed Methods in Social Work: Enhancing Education, Research, and Practice
 Laurel N. Bidwell, St. Catherine University and University of Saint Thomas Collaborative
 Daphne C. Watkins, University of Michigan
 Jesse Helton, Saint Louis University
 Deborah Gioia, University of Maryland, Baltimore

Date: Friday, November 4, 2016 **Time:** 3:15 PM **Room:** M109 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To introduce the fundamentals of mixed methods research within a social work context					
To explore ways to enhance collaboration in a mixed methods context and to provide resources and networking opportunities for social workers interested in engaging in mixed methods research.					
To communicate social work's contribution to the future of mixed method inquiry and to encourage social work educators to join ongoing collaborative efforts to develop and strengthen social work training and education in mixed methods research.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.						
2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Values and Ethics (Interactive Workshop)

Session # **Modeling Environmental Justice Activism in Social Work Education: A Case Study**
303 Terri Klemm, Centenary College
 Naomi Miller, Sussex County Community College

Date:
Friday, November 4, 2016

Time:
3:15 PM

Room:
M105 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Recognize social work's ethical mandate to work for environmental justice					
Understand the multifaceted value of partnering with environmental justice activists in local communities					
Access online resources to create a toolbox for activism strategies and tactics (some of which can be adapted as activities for classroom use).					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Community Organization and Social Administration (Panel)

Session # 262 **Preparing Community Practitioners to Collaborate With Communities in Addressing Global Issues**

Mary L. Ohmer, University of Pittsburgh
Jan Ivery, Georgia State University
Sara Allegra, Former Student

Date: Friday, November 4, 2016 **Time:** 3:15 PM **Room:** M106 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To discuss how a school of social work integrated their curriculum to prepare MSW students to address global social, economic and sustainability issues through community organizing and leadership approaches and practices.					
To illustrate how one MSW student applied what she learned to create and lead an NGO whose mission is to address persistent poverty and education issues in Sub-Saharan Africa.					
To discuss ways in which faculty can support students during and after their education to address global issues.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.						
2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Educational Outcomes Assessment (Panel)

Session # The Development and Implementation of Standardized Simulations for Macro-Level Practice

271

Candice Berger, University of Texas at El Paso
Amber M. Holbrook, West Chester University

Date:
Friday, November 4, 2016

Time:
3:15 PM

Room:
M104 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1) Explore the development and implementation of macro-level simulation approaches in the education and evaluation of social work students.					
2) Examine a holistic approach to evaluating macro-level competencies at the performance level and the meta-competencies related to critical thinking, self-awareness and self-regulation. This will include a review of the development of evaluation tools that include both objective ratings					
3) Discuss the purpose of macro-level simulations, ranging from more generalized approaches that cut across all levels of practice to more specific macro-level competencies associated with macro-practice roles within organizations and communities.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
--	---	---	---	---	-----

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Military Social Work (Interactive Workshop)

Session # 291 **Veteran Community Reintegration Issues Across Systems: A Model for Collaborative Community Practice**

Veliska Thomas, University of Southern California
 Ayat J.J. Nashwan, Yarmouk University, Jordan
 Stan L. Bowie, Sr., University of Tennessee at Knoxville
 Richard L. Johnson, University of Tennessee at Knoxville

Date: Friday, November 4, 2016 **Time:** 3:15 PM **Room:** International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. To Understand the demographics of military veteran participants attending Tennessee Veteran's Business Associations (TVBA)'s Business & Education Expo.					
2. To determine if Sense of Community (SOC) mediates the relationship between micro risk factors (PTSD, suicidal ideation, & depression), macro risk factors (employment status) and VCR difficulties					
3. To assess the process and impact of developing an academic-community partnership with TVBA (2011-2016).					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
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1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Community Organization and Social Administration (Panel)

Session # **Worker Organizing as Community Practice: Cross-Border Perspectives From the United States and Argentina**
263 Jennifer Bowles, Duke University
 Alice B. Gates, University of Portland - Social Work Program

Date: Friday, November 4, 2016 **Time:** 3:15 PM **Room:** International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Describe innovations in worker organizing and discuss how today's institutional landscape can inform community practice education					
Identify unique tensions and opportunities related to organizing marginalized and vulnerable populations in relation to workplace struggles					
Understand how social work education can include workers' rights movements that take place outside of established non-profit and labor sectors, creating new directions for community practice					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Technology in Social Work Education and Practice (Panel)

Session #
341

Advanced Communication Technology in Social Work Practice and Education: Strengths and Challenges
 Kristina Hash, West Virginia University
 Mariann Mankowski, West Virginia University
 Evedora Wheeler, University of Indianapolis
 Mary Lecloux, West Virginia University

Date: Saturday, November 5, 2016 **Time:** 7:30 AM **Room:** International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to appraise and apply social media in the classroom					
Participants will identify intervention strategies for social work practice and education					
Participants will identify the potential opportunities and challenges of the use of advanced communication technologies in social work practice and education					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Military Social Work (Panel)

Session #
333

Advancing Support to Military-Connected Populations Through Collaborative Practice: The Perspectives of Social Work Educators
 Mari L. Alschuler, Youngstown State University
 Kari L. Fletcher, St. Catherine University and University of Saint Thomas Collaborative
 David Albright, University of Alabama

Date:
Saturday, November 5, 2016

Time:
7:30 AM

Room:
M302 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Participants will consider university-based macro, mezzo, and micro approaches to support military-connected populations within their respective higher education settings to promote students' persistence to graduation					
2. Participants will specify resources for university leadership, research, and curriculum development to move the field of military social work forward					
3. Participants will evaluate the importance of and opportunities for social work educators and community-based social workers to identify resources, barriers, unmet needs and perceived gaps in available services for veterans and their families in order to develop coordinated strategies to ensure their successful reintegration into the community					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
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Track: Rural Issues (Interactive Workshop)

Session # 336 Collaborative Strategies for Building Sustainable Practicum Partnerships in Rural Field Education
 M. Diane Calloway-Graham, Utah State University
 Susan Egbert, Utah State University
 Derrik R. Tollefson, Utah State University

Date:
 Saturday, November 5, 2016

Time:
 7:30 AM

Room:
 L508 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify the building blocks of a collaborative method for developing sustainable field practicum partnerships at a distance. Relevant theoretical frameworks related to rural social work, field education, and distance learning will be addressed.					
Define and demonstrate application of the four components delineated in a model for rural field education developed by the authors aimed at building sustainable field practicum partnerships.					
Facilitate interaction by providing a booklet for participants with specific information and guidelines for developing rural field placements, including collaborative approaches for structuring and maintaining viable field practicum partnerships at a distance.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
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Track: First Nations and Native Americans (Interactive Workshop)

Session # Curriculum Development With Indigenous Populations in Australia and the United States
320 Wanda Ellingson, University of Denver
 Dayle Foreman, Australia Catholic University

Date:
 Saturday, November 5, 2016

Time:
 7:30 AM

Room:
 M103 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To collaborate with interested social workers involved in Indigenous curriculum and program development.					
To critically analyse the knowledge, values and ethics in working with Indigenous populations and understanding their importance in program development.					
From a strengths based and harm reduction perspective, develop new models of culturally responsive teaching and learning frameworks					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Values and Ethics (Panel)

Session #
344

Ethics Through a Macro Lens: Community Practice Perspectives on Social Work Values
John Mathias, University of Michigan
Scott Harding, University of Connecticut
Michael Reisch, University of Maryland

Date: Saturday, November 5, 2016 **Time:** 7:30 AM **Room:** International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will understand ethical dilemmas, concepts, and insights that are uniquely foregrounded by community practice perspectives.					
Participants will understand in what ways the NASW Code of Ethics is or is not applicable to the ethical concerns that arise in community practice.					
Participants will learn how to incorporate insights from community practice perspectives into the teaching of social work ethics.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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CE Session Evaluation Form

Please print your name here:

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Track: Field Education (Panel)

Session #
317

Evaluating a Field Education Program: Mission Possible?

Jeffrey Edleson, University of California at Berkeley

Greg Merrill, University of California at Berkeley

Susan Stone, University of California at Berkeley

Date:

Saturday, November 5, 2016

Time:

7:30 AM

Room:

International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to identify the key four key outcome objectives that drove the design of our field education program evaluation.					
Participants will be able to describe and analyze key aspects of the field education evaluation design including compiling and analyzing all key data sources related to outcome, convening stakeholder focus groups, facilitating a faculty gathering that included quality circles, and written findings from an external consultant.					
Participants will be able to conceptualize how they would evaluate their field education program with respect to their regional and institutional contexts.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Educational Outcomes Assessment (Interactive Workshop)

Session # 315 Evaluating Professional Documentation and Writing Ability in Senior Undergraduate Social Work Students

Erika Gergerich, New Mexico State University
Maria Gurrola, New Mexico State University

Date:
Saturday, November 5, 2016

Time:
7:30 AM

Room:
A702 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Describe common concerns for social work student and graduates' professional writing/documentation skills.					
Critique various components for assessment of social work student professional writing/documentation ability.					
Identify methods for instruction to enhance social work student professional writing/documentation ability.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Gero-Ed (Aging and Gerontology) (Panel)

Session #
321

Geriatric Case Competitions: A Collaborative Interprofessional Experience for Students
Susan Tebb, Saint Louis University
Marla Berg-Weger, Saint Louis University
Cara L. Wallace, Saint Louis University
Daniel Stewart, Saint Louis University

Date:
Saturday, November 5, 2016

Time:
7:30 AM

Room:
M106 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
•By the end of the session, participants will gain knowledge of current research on interprofessional education and practice in geriatric care.					
•By the end of this session, participants will gain skills to support students in offering collaborative interprofessional geriatric care competitions.					
•By the end of this session, participants will gain insights into the benefits interprofessional geriatric care offers patients, their families and the health care field.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session #
338

Humans and Animals: An Emerging and Promising Collaborative Practice
Janet Hoy, University of Toledo
Aviva Vincent, Case Western Reserve University
Page Walker Buck, West Chester University
Elizabeth B. Strand, College of Social Work and Veterinary Medicine

Date: Saturday, November 5, 2016 **Time:** 7:30 AM **Room:** International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Attendees will be able to articulate the ethical rationale for routine inclusion of HAI content in social work curricula and explain at least two specific ways in which HAI content can be included in social work courses and in field education experiences.					
Attendees will be able to describe at least one possible elective course and field opportunity for HAI that could support their program's specialization/concentration.					
Attendees will be knowledgeable about national resources for continuing education and training and licensing (where applicable) related to HAI.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

**Session #
329**

Leveraging School and University Resources to Promote Student Success
Estelle Rochman, Washington University in St. Louis

Date:
Saturday, November 5, 2016

Time:
7:30 AM

Room:
International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Participants will recognize the stressors of graduate social work students and understand the need for organized and collaborative support opportunities to address them.					
2. Participants will be able to describe concrete tools for intervening to support student success and to strategize their adaptation to their particular student population.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Technology in Social Work Education and Practice (Interactive Workshop)

Session #
342

Managing Faculty-Student Interactions in a Virtual Context
Rachel Schwartz, Rutgers, The State University of New Jersey
Laura Curran, Rutgers, The State University of New Jersey
Marian Diksies, Rutgers, The State University of New Jersey

Date:
Saturday, November 5, 2016

Time:
7:30 AM

Room:
M109 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will gain an understanding about disinhibition in virtual settings and identify how disinhibition can be manifested in an online classroom.					
Participants will examine common challenges in virtual classroom management and discuss strategies for resolving common conflicts, including productively managing disinhibition.					
Participants will consider future research questions related to virtual classroom management strategies.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Educational Outcomes Assessment (Panel)

Session # **MSW Curriculum Mapping With the 2015 EPAS: Methods, Successes, and Challenges**
316 Shu Zhou, University of Houston
 Rebecca L Mauldin, University of Houston
 Peter V. Nguyen, University of North Carolina at Wilmington
 Denise Bronson, Ohio State University - College of Social Work

Date: Saturday, November 5, 2016 **Time:** 7:30 AM **Room:** International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1.Design and develop MSW curriculum mapping methods and outcomes with examples from the University of Houston, The Ohio State University, and the University of North Carolina, Wilmington.					
2.Identify challenges and issues encountered in curriculum mapping in reference to its connection to the 2015 EPAS.					
3.Share experiences, knowledge, and skills that can beneficially address the identified challenges and learning lessons pertaining to MSW curriculum mapping.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Health (Interactive Workshop)

Session #
324

Self-Care and Professional Practice: A "Well-Shop"
Mindy Eaves, Jefferson County Public Schools
Erlene Grise-Owens, Spalding University
Tammy Quetot, Department of Defense
Nicole George, Spalding University

Date:
Saturday, November 5, 2016

Time:
7:30 AM

Room:
M301 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Understand the importance and impact of self-care and wellness in professional practice.					
Know how to develop an effective self-care plan.					
Have a framework and tools for teaching and promoting self-care and wellness (in professional programs or agency settings).					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Criminal and Juvenile Justice (Interactive Workshop)

Session #
311

Social Workers in Criminal Defense: Ethical Dilemmas
Sarah Buchanan, University of Tennessee at Knoxville
Roger Nooe, University of Tennessee at Knoxville
Wright Kaminer, Knox County Public Defender's Community Law Office

Date:
Saturday, November 5, 2016

Time:
7:30 AM

Room:
M104 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will gain understanding of the role of forensic social work in the criminal defense setting.					
Participants will gain understanding of ethical dilemmas that often arise in the criminal defense setting.					
Participants will gain understanding of strategies for addressing ethical dilemmas.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

--	--	--	--	--	--

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Group Work (Interactive Workshop)

Session # 323 Teaching Mindfulness-Based Interventions for Group Work: An Experiential, Didactic, and Research-Based Workshop
Sarah Sloan, University of Texas at Austin

Date:
Saturday, November 5, 2016

Time:
7:30 AM

Room:
M105 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to define mindfulness, obtain a knowledge of mindfulness-based interventions and current research.					
Participants will learn how to teach four group mindfulness based interventions to students.					
Participants will understand and be able to explain how mindfulness-based interventions can be essential tools in treating stress, anxiety, and depression management.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Cultural Competence (Interactive Workshop)

Session #
313

The Living Library: Developing Multicultural Competence Through Experiential Learning
J. Camille Hall, University of Tennessee at Knoxville

Date:
Saturday, November 5, 2016

Time:
7:30 AM

Room:
M107 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Demonstrate knowledge of diversity within diverse populations, by learning to identify and analyze the major dynamics related to racism, sexism, heterocentrism, and classism.					
Demonstrate an understanding of the impact of poverty, oppression, and discrimination on diverse populations and identify resources within the local community to empower and help ethnic minorities, women, and the LGBTQ population.					
Demonstrate the ability to work within social work ethics and values specific to diverse populations; through advocacy, social action, planning and intervention skills with multiple and diverse groups.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Interactive Workshop)

Session # **Unpacking -isms in Supervision: Supporting Field Instructors' Discussion of the "Hard Stuff"**

319

Ovita Williams, Columbia University
 Kanako Okuda, Hunter College, City University of New York

Date: Saturday, November 5, 2016 **Time:** 7:30 AM **Room:** International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To assist participants in identifying dimensions of identities in supervisory relationships and to enhance the creation of a learning environment that promotes cultural awareness.					
To enhance participants' assumptions that come up in the supervisory relationships, and to identify their students' learning needs as it relates to cultural competence in professional development.					
To engage participants in exploring the effects of their multiple identities, statuses, power, and privileges in their own lives, students' lives and communities served.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # **Using Standardized Patients to Train MSW Students for Work on Interprofessional Teams**
331 Annette Semanchin Jones, SW
 Lisa Zerden, School of Social Work

Date:
 Saturday, November 5, 2016

Time:
 7:30 AM

Room:
 International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participant will be familiar with the role that interprofessional teams play in integrated health care settings and able to identify three skills or characteristics needed to be an effective member.					
Participant will be able to define a standardized patient, describe what they do how they can be used in social work and interprofessional education.					
By viewing and participating in segments of the filmed clinical case, participants will identify ways that a similar leaning activity could be made and used in their own institution.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session #
340

Using Standardized Patients With Students: Co-Creative and Praxis-Based Use of the OSCE
 Laura Mutrie, Quinnipiac University
 Stephanie A. Jacobson, Quinnipiac University
 Amber Kelly, Quinnipiac University
 Daron Dey, Quinnipiac University

Date: Saturday, November 5, 2016 **Time:** 7:30 AM **Room:** International B (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
After attending this workshop, participants will learn the history of the use of the Objective Structured Clinical Examination, and the value of modifying this model for Social Work education.					
After attending this workshop, participants will develop a deeper understanding of the use of the Objective Structured Clinical Examination and how to successfully develop and modify models for the classroom environment.					
After attending this workshop, participants will be able to discuss possible challenges students may face during a simulated learning experience.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Human Behavior and the Social Environment (Interactive Workshop)

**Session #
326**

Why Black Lives Don't Matter, What to Do: HBSE Perspectives
James Forte, Salisbury University

Date:
Saturday, November 5, 2016

Time:
7:30 AM

Room:
M304 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To increase educators' capacities to deconstruct a theory into constituent elements - root metaphors, assumptions, concepts, propositions, and network of propositions and model theory analysis for students.					
To increase educators' capacities to appraise critically human behavior and the social environment theories using standards of science, social work, and practical use and model such critical reflections for students.					
To increase educators' capacities for collaborating across theories, disciplines, professions, and educational sequences in using reconstructed theoretical knowledge during collective justice-enhancing projects inspired by the Black Lives Matter movement, and model such communication and cooperation for students.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Immigrants, Refugees, and Displaced Populations (Interactive Workshop)

Session # **350** Incorporating Collaborative Practice With Refugees and Immigrants Into Social Work Education

Kao Nou Moua, University of Minnesota-Twin Cities
 Tonya L. Cook, University of Minnesota-Twin Cities
 Eva Solomonson, St. Catherine University and University of Saint Thomas Collaborative
 Pa Der Vang, St. Catherine University and University of Saint Thomas Collaborative

Date:
 Saturday, November 5, 2016

Time:
 10:00 AM

Room:
 M104 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Describe 4 unique collaborative models for incorporating knowledge, skills, and attitudes related to practice with refugees and immigrants into social work education, including coursework, field placements, and student research opportunities.					
Identify 3 strategies for identifying and building collaborative institutional partnerships with refugee and immigrant communities to facilitate the development of refugee- and immigrant-specific course content, field placements, and student research opportunities.					
Describe 2 unique models for recruiting and supporting students with refugee and immigrant backgrounds in social work education.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Values and Ethics (Interactive Workshop)

Session # **Advancing Social Work's Ethical Commitment to Broader Society**
397 Alice B. Gates, University of Portland - Social Work Program
 Deanna Wright, University of Portland

Date:
 Saturday, November 5, 2016

Time:
 10:30 AM

Room:
 M107 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
List and identify actions that advance social workers' ethical commitments to broader society, as laid out in the Code of Ethics					
Identify barriers and facilitating factors that influence social workers' ability to engage in social and political action as part of their ethical responsibility to broader society					
Develop strategies and plan for action in social work education and practice to strengthen social workers' commitment to broader society					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Group Work (Interactive Workshop)

Session #
374

A Research Study: Group Work Training and Supervision for Social Work Professionals
Lois A. Carey, Dept of Social Work

Date:
Saturday, November 5, 2016

Time:
10:30 AM

Room:
M103 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Offer workshop attendees a research study format focusing on the development of Group Work Training and Supervision for MSW social group workers, including pre/post-test, and scale entitled: Process Recording Group Work Knowledge and and Skills Scale.					
Offer workshop attendees information regarding outreach and engagement of participants. Present information and encourage questions and discussion regarding the use of electronic supervision for skill building and integration of group theory into practice. Presentation of study findings.					
Offer workshop attendees the opportunity to ask questions, gain insight, and discuss the feasibility of a creative group work program format for the provision of knowledge and skill building for practicing MSW social group workers					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Child Welfare (Panel)

Session # 354 A University-Community-Public Agency Approach in Preparing Child Welfare Practitioners

Jacquelyn McCroskey, School of Social Work
Omar Lopez, University of Southern California
Kim McElreath, Shields for Families

Date: Saturday, November 5, 2016 **Time:** 10:30 AM **Room:** International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will learn how three large organizations in Los Angeles County collaborate to improve the education and training of MSW students in response to funding changes, calls for increased accountability, and the need for improved service delivery to children and families in the public child welfare system.					
Participants will understand the underlying premises of this model and its implementation in the context of Compton, California, and be able to contrast this co-placement model with traditional models of sequential placement in public and private agencies					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Field Education (Interactive Workshop)

**Session #
367**

Becoming Educators: A Strategy to Increase Field Education Capacity
Eileen McKee, University of Toronto

Date:
Saturday, November 5, 2016

Time:
10:30 AM

Room:
International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To understand the challenges of capacity of social work supervision					
To explore and share strategies to address the challenges					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Disability Issues (Panel)

**Session #
363**

Collaborative Practice Among Deaf Professionals: A Block-Placement Field Model

Elizabeth Moore, Gallaudet University
 Teresa Crowe, Gallaudet University
 Margaux Delotte-Bennett, Gallaudet University
 Audrey Frank, Gallaudet University

Date:
Saturday, November 5, 2016

Time:
10:30 AM

Room:
L402 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Describe the development, rationale, objectives and outcomes of a block internship model for advanced social work practice with Deaf and hard of hearing (DHH) populations.					
Explore the options for research faculty, policy faculty and field internship program to work collaboratively					
Provide and share course outlines, assignments, assessment tools and evaluation for a block internship model.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Interactive Workshop)

Session #
368

Field Orientation: Social Workers Join In to Build Community
Heather Thorp, Appalachian State University
Denise L. Levy, Appalachian State University

Date:
Saturday, November 5, 2016

Time:
10:30 AM

Room:
M301 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Describe the basic Join In activity and how it could be used in Field Education Orientation.					
Explain how the Join In activity can be used to facilitate individual discovery and education, foster professional relationships and build community.					
Adapt the Join In activity and facilitate it with their own programs.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Asian Americans and Pacific Islanders (Panel)

Session #
351

Furthering University-Community Partnerships: Unique Contributions of Korean American Social Work Educators
 Juye Ji, California State University, Fullerton
 Mikyong Kim-Goh, California State University, Fullerton
 Kwiryung K. Yun, Nyack College
 Suk-hee Kim, Northern Kentucky University

Date:
Saturday, November 5, 2016

Time:
10:30 AM

Room:
M106 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will understand the importance of university-community collaborations with Korean American and other ethnic minority communities.					
Participants will learn unique strengths and assets in building bridges between the university and the community, by promoting faculty development, by engaging in local, state and international collaborations, and by advocating for social work education, research and practice.					
Participants will explore university-community networking, and the sharing of experiences among social work educators, communities, as well as social work practitioners, and discuss best-practice cases of various types of university-community partnerships.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

The Council on Social Work Education, provider #1163, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) Program (<https://www.aswb.org/ace>). The Council on Social Work Education maintains responsibility for the program. ASWB Approval Period: 1/23/2015 - 1/23/2018. Social workers should contact their regulatory board to determine course approval for continuing education credits. You are required to submit this completed evaluation form to obtain CE credit for this session.

Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # **Incorporating Deliberation Into Social Work Courses: Activities, Assignments, and Lessons Learned**
394 Donna M Aguiniga, University of Alaska Anchorage

Date:
 Saturday, November 5, 2016

Time:
 10:30 AM

Room:
 International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Articulate key principles of deliberation.					
Incorporate deliberative activities into the social work classes.					
Discuss the benefits of utilizing deliberative practices in social work courses.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Social and Economic Justice (Interactive Workshop)

Session # **Incorporating Environmental Justice Into Social Work Education: A Theoretical Framework and Application**
390 Amber M. Holbrook, West Chester University
 Ginneh Akbar, West Chester University

Date:
 Saturday, November 5, 2016

Time:
 10:30 AM

Room:
 M304 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To articulate a theoretical framework of the intersection of environmental justice and social work practice					
Discuss curricular approaches, resources, and activities to introduce sustainability concepts in social work courses					
Identify points of collaboration for social work with other disciplines to address environmental justice					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # Innovative Approaches in Interprofessional Education: Incorporating Knowledge Into Practice

382

Ruth Anne Van Loon, University of Cincinnati
Shauna Acquavita, University of Cincinnati

Date:
Saturday, November 5, 2016

Time:
10:30 AM

Room:
International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
The participant will identify what courses can be utilized and/or created at their institution to implement interprofessional learning.					
The participant will identify methods to assess for student knowledge in interprofessional courses.					
The participant will evaluate what approaches to interprofessional learning would be most successful at their institution.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Values and Ethics (Interactive Workshop)

Session #
399

Positional Power, Social Work Values, Collaboration, and the Academy
Lisa Jane Ingarfield, University of Denver
Karen Bensen, University of Denver

Date:
Saturday, November 5, 2016

Time:
10:30 AM

Room:
International B (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To understand the importance of making connections between the multicultural content we teach in our classes and the hierarchical structures of power and privilege within which faculty and staff operate in the academy.					
To examine the levels of power relationships within the academy and social work practice (social worker/client, professor/student, faculty/staff, tenured faculty/untentured faculty, tenure track faculty/non-tenure track faculty, educational institution/general society, and scientific and professional fields of study/liberal arts fields of study.)					
To explore how cultural power, privilege and oppression intersect and reinforce the positional privileges inherent in educational hierarchies and identify ways in which we can use our positional and cultural privilege to challenge these dynamics toward greater justice in the academy.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Social Welfare History (Interactive Workshop)

Session #
392

Professional Identification: A Workshop for Social Work Educators
Nathan H. Perkins, Loyola University Chicago
Angie Mann-Williams, Eastern Michigan University

Date:
Saturday, November 5, 2016

Time:
10:30 AM

Room:
M303 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Understand the historical context of the "social worker" identifier as well as efforts made at title protection for social workers and how that impacts the perception of the profession.					
Discuss and process efforts in social work education aimed at addressing professional identity of social workers.					
Understand how social work curriculum, guided by CSWE's EPAS, can impact of professional identification.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Values and Ethics (Panel)

Session #
400

Reflexivity, Vulnerability, and the Ethics of Researcher-Practitioner Identities in Social Work Research
Jessica Lee, Bryn Mawr College
Jillian M Graves, Bryn Mawr College

Date:
Saturday, November 5, 2016

Time:
10:30 AM

Room:
International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
The presentation's first objective is to identify and differentiate ethically important moments related to researcher identity and participant vulnerability that arose in two qualitative social work studies. The authors will employ reflexivity to the analysis of the study processes.					
The authors' second objective is to appraise existing ethical guidelines relevant to social work practice and research ethics and determine their application to procedural ethics and ethics in practice in qualitative social research. Diverse client populations and social work at the micro-, mezzo-, and macro-levels are considered.					
The third objective is to construct working guidelines that address social work ethics in practice and "ethically important moments" related to researcher identity and participant vulnerability.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Field Education (Panel)

**Session #
369**

Regional Field Education Consortia: One Size Does Not Fit All

Lisa Richardson, St. Catherine University and University of Saint Thomas Collaborative
Allison Curington, University of Alabama
Michele Sienkiewicz, University of Denver
Urania Glassman, Yeshiva University

Date:
Saturday, November 5, 2016

Time:
10:30 AM

Room:
International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to identify the benefits and challenges of developing or joining a field consortium.					
Participants will be able to analyze their existing field education program, including field director workload, other schools of social work in the region, and potential partners, in order to consider a plan of action for consortia development.					
Participants will be able to assess various consortia structures as they relate to opportunities for growth and barriers to successful implementation.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Technology in Social Work Education and Practice (Panel)

Session #
396

Social Media Policies From Classroom to Field
Melanie Sage, University of North Dakota
Todd Sage, University of North Dakota

Date: Saturday, November 5, 2016 **Time:** 10:30 AM **Room:** International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Attendees will understand ethical and professional considerations for classroom and field.					
Attendees will learn about assignments that help students consider social media policy and practice considerations.					
Attendees will be able to use a theoretical framework for assessing social media policy for field practice.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Military Social Work (Panel)

Session #
386

Women in Combat: Implications for Social Work and the Delivery of Health Care

Eugenia L. Weiss, University of Southern California

Catherine A. Simmons, University of Memphis - Department of Social Work

Gina Jackson, University of Southern California

Ronda Scriven, University of Southern California

Date:

Saturday, November 5, 2016

Time:

10:30 AM

Room:

M302 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Examine historical events leading to new policies for women in combat presented including historic changes and the obstacles faced along the way. Roles for social work and nursing professionals working in integrated care settings will be understood by participants.					
Comprehend the realities and challenges of women holding combat jobs including gender stereotyping, gender harassment, interpersonal treatment by enemy and ally forces, MST, gender specific strength differences, impact of female healthcare needs and logistic privacy challenges.					
Incorporate content essential to women in combat into the social work curricula across micro, mezzo, and macro courses with an emphasis on integrated care.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Technology in Social Work Education and Practice (Interactive Workshop)

**Session #
463**

A Framework for Facilitating Learning in Distance Education Courses
Andrew Quinn, University of North Dakota

Date:
Saturday, November 5, 2016

Time:
12:45 PM

Room:
M304 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To understand how to use Chickering and Gamson's principles to facilitate learning					
To understand the shift in roles of the educator and the student					
To understand how to use pedagogical principles, rather than technology, to drive the distance education experience					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Clinical Practice (Panel)

Session #
414

Aging and Trauma: The African American Experience
Janice Edwards, Howard University
Ruby Gourdine, Howard University
Julie guyot-Diangone, Howard University

Date:
Saturday, November 5, 2016

Time:
12:45 PM

Room:
M106 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Developing insight into aging and trauma from the African American experience.					
Understanding traumatic stress and how it effects aging minority populations.					
Contextualizing the experiences of historical trauma and resilience in the Social Work/Client relationship.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Field Education (Interactive Workshop)

**Session #
426**

A Social Work Program's Change From Traditional to Virtual: Impact on Field

Ruth Cislowski, University of Southern California
Jennifer A Parga, University of Southern California
Ruth A. Supranovich, University of Southern California

Date:
Saturday, November 5, 2016

Time:
12:45 PM

Room:
International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify relationship implications for social work programs transitioning from ground to virtual on field partners, field faculty and ground students.					
Formulate strategies to successfully navigate the organizational impact of the transformational change inherent in converting from a campus to a virtual learning environment.					
Discover creative ways to engage community partners and increase their willingness to support virtual learning students.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Educational Outcomes Assessment (Panel)

Session #
424

Building a Collaborative: The Social Welfare Research Consortium

Elena Delavega, University of Memphis

Peter A Kindle, University of South Dakota

David H. Johnson, Millersville University of Pennsylvania

Susan Elswick, University of Memphis - Department of Social Work

Date:

Saturday, November 5, 2016

Time:

12:45 PM

Room:

International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Attendees will examine baseline measures for improvement of student competencies to advance human rights, engage diversity, and to engage in policy practice.					
Attendees will examine best practices developed to maintain a research collaborative without significant institutional support.					
Attendees will examine the basic structure to develop research direction and purpose, incentives for participation, authorship determination, and guidelines for conflict resolution.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Cultural Competence (Panel)

Session #
419

Collaborative and Culturally Relevant Practice in Health Care, Schools, and International Social Work
Na Youn Lee, University of Mississippi
Felicity Lee, Mid Hudson Regional Hospital, Poughkeepsie, NY
Joyce Shim, Dominican University
Leticia Villarreal Sosa, Dominican University

Date: Saturday, November 5, 2016 **Time:** 12:45 PM **Room:** International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Assess existing models of collaborative practice in three social work settings, healthcare, schools, and international social work, that are integral to social work practice.					
Identify the strengths and limitations of current social work practice in delivering client-centered, culturally-effective services in collaborative contexts.					
Develop new and improved methods of social work education and training that incorporate core concepts of cultural humility and critical consciousness in collaborative practice, with a particular focus on working with Asian and Latino populations.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Interprofessional Education and Collaborative Practice (Panel)

Session #
444

Developing, Sustaining, and Evaluating Training in Interprofessional Practice With At-Risk Youth
 Maria Vidal de Haymes, Loyola University Chicago
 John Orwat, Loyola University Chicago
 Shweta Singh, Loyola University Chicago
 Shveta Kumaria, Loyola University Chicago

Date: Saturday, November 5, 2016 **Time:** 12:45 PM **Room:** International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Share and explain the overall curriculum for the Interprofessional Practice with at Risk Youth at the School of Social Work at Loyola University Chicago to include newly designed practice, policy, and integrative courses.					
Share and discuss the development of interprofessional field placements with a focus on challenges and resolution of those challenges. These are crucial guide posts for any school of social work planning to start their own interprofessional training program.					
To share with examples, a multi-level, multi stakeholder, formative and impact assessment based evaluation in the design and delivery of interprofessional training curriculum.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Interprofessional Education and Collaborative Practice (Panel)

Session #
445

Emerging Trends and Innovative Models of Social Work Leadership in Interprofessional Education
Barbara Jones, University of Texas at Austin
Annemarie Conlon, Virginia Commonwealth University
Jennifer A. Currin-McCulloch, School of Social Work
Anao Zhang, University of Texas at Austin

Date: Saturday, November 5, 2016 **Time:** 12:45 PM **Room:** International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To increase awareness of social work faculty leadership within interprofessional education through review of current published trends in pedagogical practices, professional partnerships, curricula, and community partnerships with emphasis on implementation challenges and success stories, and methods for developing program outcomes and evaluation standards					
To describe two universities' experiences with incorporation of IPE: 1) a school that has created an IPE curricula utilizing virtual case simulation; and 2) an IPE curriculum within the setting of a new medical school that aims to graduate health practitioners with developed core competencies for interprofessional collaborative practice					
To share course designs, lessons learned, and evaluative feedback that will provide opportunity for discussion about replication of these two models at one's institution					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					

4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Field Education (Interactive Workshop)

Session #
428

Implementing Online Field Instructor Orientation
Jennie Marsh, University of Kansas
Kelly Jones, University of Kansas
Cathy Accurso, University of Kansas

Date: Saturday, November 5, 2016 **Time:** 12:45 PM **Room:** International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to identify an approach to assess the need for online field instructor training in their respective programs.					
Participants will be able to determine a process for revising and updating field instructor training curriculum in an online format.					
Participants will be able to construct a plan to implement or improve their own online field instructor training.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: International Issues (Panel)

Session #
440

International Social Work: Models of International Experiences
Dennis J. Ritchie, George Mason University
Sarah Moore Oliphant, Catholic University of America
Francis Origanti, Avila University

Date:
Saturday, November 5, 2016

Time:
12:45 PM

Room:
M302 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to differentiate between models of international social work experiences and apply the Global Standards for the Education and Training of the Social Work Profession (IFSW/IASSW, 2004) and the CSWE 2015 EPAS to international programs.					
Participants will be able to identify and explain three dilemmas in international social work: universalism, imperialism, and indigenization (Gray, 2005) and recognize these dilemmas in evaluating models of international social work experience.					
Participants will be able to describe the value of social work students engaging in international learning experiences even if they do not intend to work aboard in their future social work careers.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.						
2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Lesbian/Gay/Bisexual/Transgender Issues (Interactive Workshop)

Session # **Is Being Gay Good Enough? Who Should Teach LGBTQ Content and How?**
450 Kristen A. Prock, Michigan State University
 Daniel L. Cavanaugh, Michigan State University
 Rena D. Harold, Michigan State University

Date:
Saturday, November 5, 2016

Time:
12:45 PM

Room:
M104 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will engage in active conversation to critically examine competency requirements related to educating students while promoting a diverse learning community, including the potential interference and impact of personal bias.					
Participants will engage in a conversation that will demonstrate their awareness and sensitivity to the issues of equity and inclusion in schools of social work, and the implications for hiring policy and practices.					
Participants will leave with strategies aimed at curriculum development for new LGBTQ social work courses that are inclusive of historical and contemporary content that encompasses the spectrum of sexual orientation and gender identities, and meets the 2015 Educational Policy and Accreditation Standards.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Clinical Practice (Interactive Workshop)

Session #
415

Learning to Use Financial Therapy Interventions
Rebekah J. Nelson, Florida State University
Victoria M. Shelton, Florida State University

Date:
Saturday, November 5, 2016

Time:
12:45 PM

Room:
M109 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will review the purposes of using genograms with clients, and learn how to create a financial genogram with clients.					
Participants will receive an introduction to the Financial Landscape intervention and practice using this intervention in order to be able to use it with clients in a therapeutic setting.					
Participants will review the Financial Mirror intervention and practice using this intervention in order to be able to use it with clients in a therapeutic setting.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
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Track: Addictions (Interactive Workshop)

Session #
409

Methods Used to Incorporate SBIRT Into Social Work Education
 Michele Beaulieu, University of Maryland, Baltimore
 Paul Sacco, University of Maryland, Baltimore
 Laura Ting, University of Maryland, Baltimore County
 Charlotte Bright, University of Maryland, Baltimore

Date: Saturday, November 5, 2016 **Time:** 12:45 PM **Room:** M105 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Attendees will learn about and distinguish among three SBIRT training approaches for MSW students: online education with in-class infusion, stand-alone intensive training, and the use of standardized patients.					
2. Through interactive exercises, attendees will gain knowledge on ways to infuse SBIRT content in social work curricula.					
3. Attendees will identify the most effective and suitable method of training social work students in SBIRT, which best fits with their program size and resources available, as well as ways to respond to the internal and external challenges to sustainable implementation.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Group Work (Interactive Workshop)

Session # 433 **Nondeliberative Group Work and Adventure-Based Practice: Building Collaborative Practice**
 Christian Itin, Metropolitan State University of Denver

Date:
 Saturday, November 5, 2016

Time:
 12:45 PM

Room:
 M103 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1) Develop a beginning understanding of theoretical and philosophical underpinnings of adventure-based group work and non-deliberative approaches.					
Develop a beginning understanding of how adventure-based group work can be used in a large variety of settings from classrooms to clinical settings.					
Experience the power of non-deliberative adventure-based group work and its ability to build transformative and collaborative connections.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Field Education (Panel)

Session #
430

Off-Site Supervision: Connecting Competencies and Models of Supervision to Improve Student Outcomes

Nicole Cavanagh, College of Social Work
Melissa Reitmeier, University of South Carolina
Jennifer Bosio-McArdle, College of Social Work
Candice Morgan, College of Social Work

Date:
Saturday, November 5, 2016

Time:
12:45 PM

Room:
M301 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To review existing literature related to field supervision, specifically offsite supervision					
To share various individual offsite supervision models					
To share curriculum and tools used to facilitate offsite group supervision					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # **Reconstructing Negative Attitudes to Research: Pedagogical Strategies to Engage Social Work Students**
459 Phyllis Black, Marywood University

Date:
Saturday, November 5, 2016

Time:
12:45 PM

Room:
International B (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Articulate social work student antipathy to research, which is characteristically perceived by students as intimidating, uninteresting, and irrelevant to practice.					
2. Demonstrate recognition of the challenge to social work faculty to develop creative approaches to neutralize resistance, engage student interest and promote productive learning.					
3. List suggested strategies for optimizing student learning of research and explore additional possible techniques.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Values and Ethics (Interactive Workshop)

Session # **Skill-Building or Slippery Slope? Examining the Role of Self-Disclosure in the Classroom**
467 Kathryn Brzozowski, Temple University
 Cheri Carter, Temple University

Date:
 Saturday, November 5, 2016

Time:
 12:45 PM

Room:
 M107 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify the role of self-disclosure in the social work classroom and the relationship between self-disclosure and self-awareness.					
Demonstrate an understanding of appropriate and inappropriate faculty and student self-disclosure as well as the current methods for approaching self-disclosure in the classroom.					
Design and develop student self-disclosure guidelines and assessments for use in the classroom.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # Teaching Poverty as an Adverse Childhood Experience: Engaging Students in Policy Change

460

Cayce Watson, Lipscomb University
Kate M. Chaffin, University of Tennessee at Knoxville
Kim Crane Mallory, University of Tennessee at Knoxville

Date: Saturday, November 5, 2016 **Time:** 12:45 PM **Room:** International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Define adverse childhood experiences as it relates to social, economic, and environmental justice.					
Describe specific experiential learning strategies for helping students integrate policy practice into the ACE study as it relates to social work.					
Apply policies within the participants community which negatively impact ACE scores and families.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Military Social Work (Panel)

Session #
451

The Grand Challenges for Social Work and Their Application to Military Social Work
Kari L. Fletcher, St. Catherine University and University of Saint Thomas Collaborative
David Albright, University of Alabama
Elisa Borah, University of Texas at Austin
Carl Castro, University of Southern California

Date:
Saturday, November 5, 2016

Time:
12:45 PM

Room:
International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Summarize the Grand Challenges for Social Work.					
Specify challenges that arise as the Grand Challenges are considered in relation to work with specific sub-populations.					
Engage participants in a more in-depth discussion around the application of Grand Challenges to military-connected populations.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: International Issues (Interactive Workshop)

Session # **Utilizing the Sustainable Development Goals to Support Social Work Practice**
442 Shirley Gatenio-Gabel, Fordham University
 Susan Mapp, Elizabethtown College

Date:
 Saturday, November 5, 2016

Time:
 12:45 PM

Room:
 M303 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Explain what the SDGs are and their relevance for social work					
Give examples of methods of curriculum integration					
Explain how the SDGs can be applied to social work practice					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

--	--	--	--	--	--

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Evidence-Based Practice (Interactive Workshop)

Session # 490 **A New Approach for Teaching Ethically Responsible, Evidence-Based Practice Decision-Making to MSW Students**
 Rose Wong, California State University, East Bay
 Danielle Parrish, University of Houston

Date:
 Saturday, November 5, 2016

Time:
 2:00 PM

Room:
 M107 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Learn to implement an easy-to-use teaching module that builds students' autonomous decision-making skills and prepares them for appropriate EBP decision-making strategies in working with multicultural client populations. The module teaches the original EBP model where decisions to use an intervention consider best evidence, clinical expertise, and client's culture and preferences.					
Learn to use the case method approach to teach students to apply the EBP model in professional practice. This involves using the dialogic method to guide students to conceptualize the model's decision-making components and understand the role of evidence derived from emic and community-based participatory research for addressing social injustice.					
Learn to use the problem based learning approach to promote students' critical thinking for making informed decisions for intervention. This includes asking students to define relevant questions on which to base their information searches and to incorporate the relevant information, both practice-related research and client-related, in their process of decision-making.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					

4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Clinical Practice (Panel)

Session #
477

Clinical Supervision in a Virtual Setting: An Observational Analysis

Hannah M. Thomson, University of Southern California
Nadia Islam, University of Southern California
Marissa C. Enriquez, University of Southern California

Date:
Saturday, November 5, 2016

Time:
2:00 PM

Room:
M302 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to compare and contrast the efficacy of group and individual supervision on a virtual platform, and explore how this information may be used in other supervisory settings.					
Participants will be able to discuss the unique challenges and opportunities in building supervisory and collegial relationships on a virtual platform and identify how clinical challenges are met; including how to create cohesion between student interns and agency staff.					
Participants will be able to brainstorm potential applications of video-technologies for cross-collaborative opportunities across student groups, agencies, and academic settings.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.						
2. The location was suitable to the presentation.						
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Track: Field Education (Panel)

Session #
494

Creating a Collaborative Buzz: Social Workers, Attorneys, Physicians, and Administrators

Rachel Allinson, California State University, San Bernardino
Shyra Harris, California State University, San Bernardino
Edward O'Brien, San Bernardino County Public Defenders

Date:
Saturday, November 5, 2016

Time:
2:00 PM

Room:
M301 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Be able to identify 4 CSWE core competencies discussed in the presentation.					
Be able to identify the structure to re-create the two immersion programs presented.					
Be able to identify the importance of maintaining social work values and professional identity within inter-professional work and collaboration.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Teaching Methods and Learning Styles (Panel)

Session #
527

Critical Service Learning: An Interdisciplinary, Strength-Based Intervention Approach in Schools and Communities
Annette Johnson, 1949
Cassandra L. Mckay-Jackson, JACSW
Giesela Grumbach, Governors State University

Date: Saturday, November 5, 2016 **Time:** 2:00 PM **Room:** International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
• Become familiar with Critical Service Learning (CSL) as a viable approach that promotes social emotional learning and positive youth development					
Learn strategies for implementing Critical Service Learning within school-based and agency settings using the CSL web-mapping tool.					
Understand how to integrate CSL in social work coursework.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Technology in Social Work Education and Practice (Panel)

Session # **Gearing Up! Maximizing Student Potential via Multiplatform Online Learning**
530 Hannah Kimbrough, University of Houston
 Ronda Dearing, University of Houston

Date:
 Saturday, November 5, 2016

Time:
 2:00 PM

Room:
 International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to describe techniques for setting clear expectations in an online learning environment including using strategies for student engagement and providing a detailed syllabus, comprehensive information about course structure, and periodic reminders for meeting course deadlines.					
Participants will be able to explain and summarize ways to maximize student engagement using multiple learning platforms, frequent assessment, immediate feedback, and participation in a "Student Lounge" discussion board.					
Participants will be able to summarize and apply a variety of techniques to maximize student learning including offering frequent assessments, giving immediate and content-specific feedback, developing higher-level learning assessment items, and providing study tips to help students prepare for assessments.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # Innovative Teaching for Social Work Practice: Incorporating New Trends Into the Classroom
529 Corinne Warrener, Clark Atlanta University

Date:
Saturday, November 5, 2016

Time:
2:00 PM

Room:
International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will learn about some of the new innovative trends in teaching, including flipped classrooms, game based learning, and transparent teaching.					
Participants will discuss the appropriate inclusion of trends in social work practice courses.					
Participants will engage in activities that serve as examples of incorporating new techniques into practice courses.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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Track: Cultural Competence (Interactive Workshop)

**Session #
486**

Moving Toward Anti-Opressive Practice: Implications for Service Delivery to Youth

Zoila Del-Villar, McSilver Institute for Poverty Policy and Research
 Tyrone M. Parchment, New York University
 McSilver Institute for Poverty Policy and Research
 Kassia Ringell, McSilver Institute for Poverty Policy and Research
 Karina Ciprian, McSilver Institute for Poverty Policy and Research

Date:
Saturday, November 5, 2016

Time:
2:00 PM

Room:
M105 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will assess the utility of incorporating anti-oppressive social work practice.					
Participants will identify ways of integrating an anti-oppressive perspective at an individual, staff, program and intern level.					
Participants will recognize the importance of implementing an anti-oppressive lens in all aspects of community-based programs targeting youth.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Social and Economic Justice (Interactive Workshop)

Session # **Moving Toward Social Justice: Bridging Micro to Macro Practice Through Restorative Justice**

522

Daniel T Rhodes, University of North Carolina at Greensboro
Cathryne Schmitz, University of North Carolina at Greensboro

Date:
Saturday, November 5, 2016

Time:
2:00 PM

Room:
M304 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will have knowledge of restorative justice and its application within schools, human services organizations, and the criminal justice system.					
Participants will be able to examine the links between restorative justice, social justice, and human rights.					
Participants will be able to apply restorative practices.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # **On Your Mark, Get Set, Go: Beginning an Interprofessional Education Initiative**
514 Julie Hunt, Belmont University
 Sabrina Sullenberger, Belmont University

Date: Saturday, November 5, 2016 **Time:** 2:00 PM **Room:** International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will identify the importance of interprofessional education for students, as it is a pathway to better outcomes for clients via collaborative interprofessional practice.					
Participants will identify strategies for leading faculty IPE development at their own institutions.					
Participants will identify assets and barriers to the pursuit of IPE at their university.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Disaster and Traumatic Stress (Interactive Workshop)

**Session #
488**

Self-Care as an Ethical Concern for Trauma Workers
Susan E. McDonaldd, Misericordia University

Date:
Saturday, November 5, 2016

Time:
2:00 PM

Room:
M103 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will list 3 reasons for self-care to be considered an ethical mandate and identify the ethical impact denial or minimization of vicarious trauma has on clients.					
Participants will compare and contrast 3 different options for creative self-exploration.					
Participants will identify 2 models of self-care that they can use in training colleagues.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # 526 'Zine-Making as a Pedagogical Tool for Transformative Learning in Diversity and Social Justice Courses in Social Work
 Moshoula Capous-Desyllas, California State University, Northridge

Date:
 Saturday, November 5, 2016

Time:
 2:00 PM

Room:
 International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Demonstrate how to use zines as a pedagogical tool in Diversity and Social Justice Courses as a way to develop critical awareness of social and political issues.					
Explain the ways in which zine-making can contribute to student's and client's critical self-awareness, education and collective action for social change.					
Articulate and differentiate how incorporating arts-based pedagogical and therapeutic methods can serve to empower individuals, highlight important social justice concepts and build group solidarity.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: University-Community Partnerships (Interactive Workshop)

Session #
535

Student/Agency Grantsmanship Collaboration
Uma A. Segal, University of Missouri-St. Louis

Date:
Saturday, November 5, 2016

Time:
2:00 PM

Room:
International 2 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be prepared to describe the grant writing process and be prepared to submit a grant for funding.					
Participants will develop a grant proposal.					
Participants will demonstrate the ability to integrate grant writing into a course on organizations.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Evidence-Based Practice (Interactive Workshop)

Session # Teaching Evidence-Based Practice Through Mutuality in the Classroom and the Community

491

Katie Ciorba VonDeLinde, Washington University in St. Louis
Jelena Todic, University of Texas at Austin

Date:
Saturday, November 5, 2016

Time:
2:00 PM

Room:
L503 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Examine how service learning and community-based participatory action research can support development of social work students' EBP skills in a way that is consistent with social work professional values					
Provide hands-on small group case study examples of class activities and assignments that increase students' capacity to engage in critical EBP					
Engage in strategic thinking regarding development and integration of EBP, service learning and community-based participatory action research in future courses					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Interactive Workshop)

Session # 495 The Promise and Challenge of Integrated Behavioral Health: Strategies for Field Development

Pamela Weeks, University of Kentucky
 Carlton David Craig, University of Kentucky
 Patricia G Cook-Craig, University of Kentucky

Date: Saturday, November 5, 2016 **Time:** 2:00 PM **Room:** International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To describe the development of practicum sites in the initial integration of behavioral health in a primary care clinic.					
To examine the challenges to integrating social work students in a behavioral health role within a primary care setting.					
To identify and discuss the strategies employed to facilitate integration of social work students in behavioral health roles in primary care and to enhance inter-professional collaboration.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Criminal and Juvenile Justice (Interactive Workshop)

Session # Training and Consulting With Specialty Mental Health Probation Officers: The Role of Social Work

481

Marilyn Ghezzi, UNC School of Social Work
Tonya B. VanDeinse, UNC School of Social Work

Date:
Saturday, November 5, 2016

Time:
2:00 PM

Room:
M104 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to apply a social work supervision model to the unique challenges of training and consulting with specialty mental health probation officers.					
Participants will be able to identify how social work's focus on person-in-environment and the importance of relationship can help SMHP officers as they transition to their new role as behavioral change agents.					
Participants will be able to explain the implications of our findings for social work practice in criminal justice settings.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Technology in Social Work Education and Practice (Interactive Workshop)

Session # **Using Technology Tools: Project-Based, Collaborative Learning Approaches for Competency Development**
532 Carl J. Sorenson, Utah State University
 M. Diane Calloway-Graham, Utah State University

Date:
 Saturday, November 5, 2016

Time:
 2:00 PM

Room:
 M303 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Identify and discuss project-based collaborative instructional practices for face-to-face and distance classrooms, as well as enrich participants' knowledge of technology tools through presentation and interactive discussion associated with successful implementation of project-based collaborative learning.					
2. Demonstrate the use of a course management system as a platform for incorporating project-based collaborative learning and social software technology tools such as collaboration suites, real-time communication applications, collaborative concept mapping, and other web-based tools supporting this approach.					
3. Provide and describe a variety of outlines, examples, and evaluations of project-based collaborative assignments and the potential technology tools for learning in undergraduate and graduate social work practice courses.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Feminist Scholarship (Panel)

Session # **When to Retire? What Comes Next? Choices and Meaningful Life Post-"Job"**

492

Marceline M. Lazzari, University of Washington
Ann Rosegrant Alvarez, Wayne State University
Fran Danis, University of Texas at Arlington
Elizabeth D. Hutchison, Virginia Commonwealth University

Date:
Saturday, November 5, 2016

Time:
2:00 PM

Room:
M106 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To understand and consider different perspectives on retirement, including challenges and rewards specific to women.					
To identify various retirement options, decisions, and actions for social workers and women, as exemplified by the panelists.					
To consider individual implications for the timing and shaping of retirement.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.



CE Session Evaluation Form

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Track: Technology in Social Work Education and Practice (Interactive Workshop)

**Session #
534**

Yes, We Can! Building a Collaborative Community in an Online Diversity Course
Karen Watkins, Georgia State University

Date:
Saturday, November 5, 2016

Time:
2:00 PM

Room:
International B (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To teach attendees best practices for building a collaborative community in an online diversity course.					
To provide attendees a demonstration of diversity assignments that build a collaborative community online.					
To disseminate management tools that facilitate a collaborative community in an online diversity course.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Community Organization and Social Administration (Interactive Workshop)

Session # **Building Collaborative Practice Through Undergraduate Social Justice Education**
547 Alice Mishkin, University of Michigan
 Katie Richards-Schuster, University of Michigan

Date:
 Saturday, November 5, 2016

Time:
 3:15 PM

Room:
 M107 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will learn various approaches to social justice education that apply skill sets around coalition-building, understanding types of social change work, and developing awareness of the role of social identity in social change work.					
Participants will develop hands-on skills for facilitating social justice activities in their classrooms and/or practices.					
Participants will develop knowledge about best practices in social justice education and resources for future use.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Social Welfare Policy and Policy Practice (Interactive Workshop)

Session # Building Students' Duty-to-Warn/Duty-to-Protect Skills Through Case Study and Team Collaboration

580

Maureen E. Riley-Behringer, Elizabethtown College
Jamie Cage, Case Western Reserve University

Date:
Saturday, November 5, 2016

Time:
3:15 PM

Room:
M109 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
At the completion of the workshop, the participant will be able to provide an example of a social worker's "duty to warn" and a social worker's "duty to protect" in reference to encountering a situation of threat with a client.					
At the end of the workshop, the participant will be able to explain two ways (one way each) in which case studies and collaborative team utilization can be used to develop "duty-to-warn/protect" skills to improve student development.					
After attending the workshop, participants will demonstrate one way in which their social work education program/agency currently excels when supporting students' "duty-to-warn/protect" skill development - and- a new/innovative technique learned during the workshop that can be implemented in your program/agency to improve the quality of your students'skill development?					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Technology in Social Work Education and Practice (Panel)

Session # **Collaborating Across Time Zones: Cultivating Effective Virtual Teams**
587 Zulema E. Suárez, Capella University
 Kateri Ray, Capella University
 Telvis M. Rich, Capella University

Date: Saturday, November 5, 2016 **Time:** 3:15 PM **Room:** International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will learn factors contributing to effective virtual teams.					
Participants will be able to implement a minimum of three ways to build team-cohesion with faculty who are geographically dispersed.					
Participants will be able to use technology available on most smart phones to build positive relationships with other faculty.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Immigrants, Refugees, and Displaced Populations (Panel)

Session # Coping With Unique Challenges Among Migrant Populations: Implications for Social Work

564

Shuang Lu, Rutgers, The State University of New Jersey
 Rose M. Perez, Fordham University
 Abbie K. Frost, Simmons College
 Hugo A. Kamyra, Simmons College

Date: Saturday, November 5, 2016 **Time:** 3:15 PM **Room:** International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To explore the common factors and contextual factors that are unique to each of these migrant groups and examine their impact on the various elements of migrant community.					
To identify and critique collaborative approaches for the social work profession to help migrant populations cope with their challenges.					
To help attendees gain an appreciation for the challenges facing intra- and inter-national migrant populations from different cultures and contexts, which highlights the training focus for social workers that work with specific migrant groups.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Teaching Methods and Learning Styles (Panel)

Session #
582

Essential and Neglected: Transforming Classroom Learning Through Relationship
Naomi B. Farber, University of South Carolina
Rhonda DiNovo, College of Social Work
Monique Mitchell, University of South Carolina
Patrice Penney, 1993

Date: Saturday, November 5, 2016 **Time:** 3:15 PM **Room:** International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Examine and evaluate the value and role of relationship in social work education.					
2. Identify the various types of relationships in social work practice and education that foster personal growth and transformation.					
3.3. Assess how relationship capacity, an underlying tenet of social work, provides a unique contribution to collaborative human service practice.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Social Welfare Policy and Policy Practice (Interactive Workshop)

**Session #
581**

Exploring Student Political Engagement Through the Use of Genograms
Jennifer Crowell, Belmont University

Date:
Saturday, November 5, 2016

Time:
3:15 PM

Room:
International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will discuss: Their perceptions related to student ambivalence toward the essential nature of their political engagement? How do they believe students view their ability to effectively enter the political sphere? What barriers and strengths do they believe their students possess as it relates to this work?					
The political genogram assignment will be presented in detail and preliminary assessment data collected from students regarding its impact on their learning will be presented and discussed.					
Participants will collaborate and share "lessons learned" for other effective strategies that foster confidence and thoughtful political and civic engagement in students.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Technology in Social Work Education and Practice (Panel)

Session #
588

Incorporating Digital and Social Technologies Into Social Work Education
Nancy Smyth, University at Buffalo, State University of New York
Laurel Iverson Hitchcock, University of Alabama at Birmingham
Melanie Sage, University of North Dakota
Jonathan Singer, Loyola University Chicago

Date: Saturday, November 5, 2016 **Time:** 3:15 PM **Room:** International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will understand the importance of digital literacy in 21st century social work practice.					
Participants will recognize theoretical constructs relevant to teaching with technology.					
Participants will describe how digital and social technologies can be incorporated into assignments for social work courses.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: University-Community Partnerships (Interactive Workshop)

Session #
590

Methodological Considerations to Advancing Collaborative Practice: Challenges and Possibilities of CBPR

Helen Robinson, University of Georgia
Rebecca Matthew, School of Social Work
Trina Salm Ward, University of Georgia

Date:
Saturday, November 5, 2016

Time:
3:15 PM

Room:
International B (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
•Outline the defining principles of Community Based Participatory Research (CBPR)					
•Compare and contrast the ways in which the tenets of CBPR orientation complement values foundational to social work					
•Explore the ways in which CBPR may be a particularly promising methodological frame through which to support community-based, social work research and practice in the 21st century					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session #
584

Navigating Difficult Classroom Discussions
Geoffrey L. Greif, University of Maryland
Tanya Sharpe, University of Maryland, Baltimore

Date:
Saturday, November 5, 2016

Time:
3:15 PM

Room:
International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify when an issue may arise that could generate difficult discussions in a classroom by tuning in to the topic and your own feelings about the topic.					
Recognize when students are struggling with an issue that has arisen in the classroom by reading the class environment.					
Formulate in advance what steps may be needed to help students discuss difficult topics and demonstrate competency in navigating a difficult conversation by following specific steps taught in the workshop.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Values and Ethics (Interactive Workshop)

Session #
591

Neither Heroes nor Villains: Navigating Professional Ethics
Michelle R Gricus, St. Catherine University-University of St. Thomas

Date:
Saturday, November 5, 2016

Time:
3:15 PM

Room:
International C (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Practitioners will be able to reduce risk of ethical fading by confronting inattentional blindness regarding their own ethical practice					
Practitioners will be able to apply practical strategies to handling ethical dilemmas					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # **Piecing It Together: Experiential Learning and Interprofessional Education to Address Core Competencies**
570 Kimberli Phillips, West Texas A&M University
 Amy Hord, West Texas A&M University
 Melody Loya, West Texas A&M University

Date: Saturday, November 5, 2016 **Time:** 3:15 PM **Room:** International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to understand the definitions of experiential learning and inter-professional education and how it can be used with social work students in higher education.					
Participants will be able to identify specific experiential learning activities and inter-professional education possibilities in their own universities, including other disciplines.					
Participants will be able to apply experiential learning activities and inter-professional education to the Council of Social Work Education (CSWE) competencies.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Violence Against Women and Their Children (Interactive Workshop)

Session # **593** **Preparing Students to Competently Identify, Assess, and Treat Human-Trafficking Survivors**
 Sambra Zaoui, Barry University
 Elizabeth Ringler-Jayanthan, Barry University

Date:
 Saturday, November 5, 2016

Time:
 3:15 PM

Room:
 M105 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will gain an understanding of the role of sexual abuse, attachment, betrayal bonds, and dissociation in the life of survivors and the role the issues play in the perpetuation of reenactment. Participants will learn skills relevant to support survivors in disentangling themselves from these conditioned relational experiences					
Participants will develop strategies for training students to advocate and support survivors as they navigate systems of care. Participants will develop skills to teach collaborative, interdisciplinary case plan specific to survivors					
Participants will develop a greater awareness on how to integrate assessment and identification of sex trafficking survivors in implicit and explicit course curriculum necessary to competently serve this population. Recommendations for infusing victim to leader content in generalist and advanced level practice courses will be provided					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Technology in Social Work Education and Practice (Interactive Workshop)

Session # 589 **Redefining the Water Cooler: Relationship Building and Collaboration in Virtual Education**

Sara L Schwartz, University of Southern California
Jennifer A Parga, University of Southern California
Stephanie George, University of Southern California

Date:
Saturday, November 5, 2016

Time:
3:15 PM

Room:
M304 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify unique challenges of virtual communities and collaboration					
Consider innovative ways to integrate both ground and virtual faculty in meaningful partnerships and collaborations					
Demonstrate the realities of facilitating workshops with both ground and virtual participants					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: First Nations and Native Americans (Interactive Workshop)

Session #
556

Relationships of Reconciliation: Decolonizing Together
Billie Allan, University of Victoria
V.C. Rhonda Hackett, University of Victoria

Date:
Saturday, November 5, 2016

Time:
3:15 PM

Room:
M103 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will have the opportunity to share and gather strategies for building relationships of reconciliation.					
Participants will have the opportunity to share and gather knowledge and skills to support decolonizing approaches to social work pedagogy and practices.					
Participants will gain increased knowledge relating to the opportunities for collaborative decolonizing practices between Indigenous and African Caribbean social work scholars and the implications for their own respective scholarship and practice.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Lesbian/Gay/Bisexual/Transgender Issues (Interactive Workshop)

**Session #
573**

Risks, Rites, and Resistance: (Re)Presenting Queerness in Indigenous Communities
Antonia R.G. Alvarez, University of Denver

Date:
Saturday, November 5, 2016

Time:
3:15 PM

Room:
M301 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1)Participants will engage in a dialogic performance about LGBTQ Indigenous identity;					
2)Participants will examine unique challenges and powerful acts of resistance described by members of this community;					
3)Participants will discuss the power of performance as a liberatory, decolonizing research methodology and the implications for Social Work Education.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Community Organization and Social Administration (Interactive Workshop)

Session # 546 **Social Work Innovation: Teaching MSW Students to Positively Disrupt Organizations**
 Tory Cox, University of Southern California
 Nadia Islam, University of Southern California
 Melissa Singh, University of Southern California
 Mayra Ivonne Ramirez, University of Southern California
 Diamond Lee, University of Southern California

Date: Saturday, November 5, 2016 **Time:** 3:15 PM **Room:** International 2 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be introduced to problem dynamics that are part of the DNA of social problems, identified and developed by the USC School of Social Work's Innovators-in-Residence.					
Participants will be introduced to problem dynamics that are part of the DNA of social problems, identified and developed by the USC School of Social Work's Innovators-in-Residence. practices, policies, and people					
Participants will create avenues in their organizations to infuse innovative practices, policies, and people					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Social and Economic Justice (Panel)

**Session #
578**

Street-Level Bureaucrats in the Era of Neoliberalism
Mimi Abramovitz, Hunter College, City University of New York
Jennifer R Zelnick, Touro College
Deborah Faye Mullin, Hunter College, City University of New York

Date: Saturday, November 5, 2016 **Time:** 3:15 PM **Room:** International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to apply a framework for understanding managerialism and financialization in human services to a variety of settings and evaluate possible challenges.					
Participants will be able to critically analyze the concept of privatization in human services through the lens of historical developments and critique its impacts on specific settings.					
Participants will be provided with tools to raise questions about and critically analyze changes to service delivery, and how they benefit/do not benefit clients and social workers.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: International Issues (Panel)

Session # 567 The Effects of U.S. Immigration Policy on Children and Effective Interprofessional Responses

Susan Mapp, Elizabethtown College
 David K. Androff, Arizona State University
 S. Megan Berthold, University of Connecticut
 Kathryn Libal, University of Connecticut

Date: Saturday, November 5, 2016 **Time:** 3:15 PM **Room:** M106 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Explain reasons for the recent immigration surge from Central America					
Discuss impacts of U.S. immigration policy on children, both citizens and non-citizens					
Discuss an inter-professional collaboration to further the rights of migrant children					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Feminist Scholarship (Panel)

Session #
555

Women Empowering Women to Advance Leadership in Social Work Education
Diane Hodge, Radford University
Rhonda Wells-Wilbon, Morgan State University
Victoria A. Anyikwa, Saint Leo University
Christina Chiarelli-Helminiak, West Chester University

Date:
Saturday, November 5, 2016

Time:
3:15 PM

Room:
M302 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will have increased knowledge of the relational cultural theory.					
Participants will be able to identify barriers to women obtaining leadership positions in the academy.					
Participants will be able to recall examples of ways to eliminate disparities, unify women, and strengthen the feminist voice in social work education.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

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Track: Field Education (Interactive Workshop)

Session # 614 Enhancing Partnerships With Field Instructors: Identifying Strategies That Promote Retention

Ronni Zuckerman, University of North Carolina at Chapel Hill
Amy Levine, University of North Carolina at Chapel Hill

Date: Sunday, November 6, 2016

Time: 7:30 AM

Room: International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Analyze the most salient factors that positively influence retention of quality field instructors					
Evaluate whether the strategies used by one school of social work to enhance collaboration with its field instructors are applicable to the participant's field education program and the needs of their field instructors					
Identify promising and innovative elements of strategies for field instructor retention, with the aim of tailoring and developing strategies for the unique needs and situations present in their community and field education program					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.						
2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Values and Ethics (Interactive Workshop)

**Session #
634**

Ethical Dilemmas Involving Client Friends, Family, and Other Collaterals
Allan E. Barsky, Florida Atlantic University

Date:
Sunday, November 6, 2016

Time:
7:30 AM

Room:
M109 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify ethical obligations to a client's family members, friends, or other collaterals who may be brought into the social work process.					
Apply a strategic framework (using principlism and virtue ethics) to manage ethical dilemmas, when faced with situations of conflicting obligations to clients and collaterals.					
Teach students how to develop agency policies to guide workers in the management of ethical obligations to family members, friends, or other collaterals.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Field Education (Panel)

Session #
615

Field Seminar: The Underexplored Side of the Signature Pedagogy
Jennifer Fritz, Eastern Michigan University
Barbara Walters, Eastern Michigan University
Bonnie Miller, Eastern Michigan University

Date: Sunday, November 6, 2016 **Time:** 7:30 AM **Room:** International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To examine the unique pedagogical features that distinguish integrative field seminars from other social work courses while exploring strategies for designing effective MSW and BSW field seminars that integrate theory and practice in order to promote students' growth into ethical, competent practitioners.					
To promote discussions about such topics as the feasibility of instituting field seminars in other institutions, the value of peer support, and the effectiveness of group problem-solving models.					
To explore how to use seminars to underscore field education's role as the signature pedagogy of the social work profession, and to discuss approaches for utilizing the seminar as a mechanism for students to learn how to navigate the ever-changing challenges faced by the agencies in which they intern.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
--	---	---	---	---	-----

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: First Nations and Native Americans (Interactive Workshop)

Session # **Indigenous Ways of Knowing in Education: Preservation and Dissemination Through Technology**

618

Theresa Kreif, University of Hawai'i at Manoa
Lynette Paglinawan, University of Hawai'i at Manoa

Date:
Sunday, November 6, 2016

Time:
7:30 AM

Room:
M107 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Summarize the steps used by the presenters to train students to work respectfully and effectively with indigenous clients.					
Outline opportunities to preserve and disseminate cultural knowledge within social work education.					
Summarize strategies for interdisciplinary collaboration and community engagement.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Lesbian/Gay/Bisexual/Transgender Issues (Interactive Workshop)

Session # **LGBTQ Topics and Christianity in Social Work: Tackling the Tough Questions**
626 Laura Kaplan, Walden University
 David McCarty-Caplan, California State University, Northridge

Date:
 Sunday, November 6, 2016

Time:
 7:30 AM

Room:
 M304 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to identify at least 3 reasons and 3 strategies for forming alliances between the faith based and LGBT communities is critical to the future of social work education and practice.					
Participants will be able to identify at least 3 common concerns that religious social workers and students have about working with the LGBT community and understand ways to resolve these.					
Participants will be able to identify at least 2 ethical strategies to use in working with LGBT clients without using reparative therapies.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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Track: Latina/Latino Issues (Interactive Workshop)

**Session #
625**

Mentoring del Corazón: A Model for Working With First-Generation Latino Students
Yolanda Rodriguez-Escobar, Worden School of Social Service
Cynthia Medina, Worden School of Social Service

Date:
Sunday, November 6, 2016

Time:
7:30 AM

Room:
M108 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Explore the meaning of mentorship through the lens of social class, gender and ethnicity at a Hispanic Serving Institution.					
Become familiar with a model of mentorship based on the experiences in academia of two Chicana feminist scholars.					
Understand principles for engagement in transformational pedagogy and mentorship beyond the fourth wall.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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Track: Evidence-Based Practice (Panel)

Session # 611 **Partnering With Field Agencies to Build Evidence-Based Trauma Treatment Capacity**
 Virginia Strand, Fordham University
 Ineke Way, Western Michigan University
 Annette Semanchin Jones, State University of New York at Buffalo

Date:
 Sunday, November 6, 2016

Time:
 7:30 AM

Room:
 M106 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Explore how implementation science-informed faculty consultation can be effectively used to assist community based agencies in moving toward the implementation of evidence-based trauma treatments;					
Identify the challenges in moving toward trauma treatment capacity that concurrently builds field instructor capacity					
Highlight the implementation challenges specific to the implementation of evidence-based trauma treatments.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # Policy-Oriented Student Simulation Exercise (POSSE): Assessing Macro Competencies Through Simulation

630

Jennifer A. Meade, Rhode Island College
Diane Martell, Rhode Island College

Date:
Sunday, November 6, 2016

Time:
7:30 AM

Room:
M301 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will review findings from a policy-oriented student simulation exercise (POSSE).					
Participants will engage in a discussion about the feedback offered to students and the effectiveness of using it to assess macro competencies.					
Participants will understand the challenges and opportunities from using these simulations.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Interactive Workshop)

Session #
616

Problem Solving in an Online Field Education Setting
Cora Jackson, Delta State University
Lisa Moon, Delta State University
M. Sebrena Jackson, University of Alabama

Date: Sunday, November 6, 2016 **Time:** 7:30 AM **Room:** International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify alternative ways to conduct field education visits and monitor field students.					
Learn the benefits of using Adobe Connect to solve problems in the Field education site					
Discuss the types of problems identified in the online learning field education program.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Interactive Workshop)

Session #
617

Process Recording 2.0: Key Competencies of Evaluation for the Next Generation
Rafael Angulo, University of Southern California
Darlene Woo, University of Southern California

Date:

Sunday, November 6, 2016

Time:

7:30 AM

Room:

International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be exposed to a tool that is multifaceted and critically assesses a range of information for better field instruction.					
Understanding of the conceptual tools that are involved in developing and understanding the Reflective Learning Tool (RLT)					
Increase self-reflection and multiple areas related to stages of change, cultural competency, law and ethics, client strengths, environmental systems, clinical improvement, interventions, working alliance, and level of attunement.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
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Track: Cultural Competence (Panel)

Session #
607

Promoting Social Justice Education and Practice Across Disciplines and Professional Levels

Samantha S. Fletcher, University at Albany, State University of New York

Keith T. Chan, University at Albany, State University of New York

Katharine Briar-Lawson, University at Albany, State University of New York

Date:
Sunday, November 6, 2016

Time:
7:30 AM

Room:
International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Attendees will be able to identify and describe issues related to privilege and social injustice, along with various strategies to address these problems through social work education with collaborations across multiple disciplines and professional levels.					
Attendees will be able to identify examples of how to systematically address issues of social injustice across different levels in social work education, in leadership of a school, through community-engaged research, with partners across the university setting, and participation from students across different communities.					
Attendees will be able to apply various techniques and strategies for building a collaborative forum to address social injustice through social work education, such as building a diverse faculty and staff, developing research to address cultural competence, partnering with various constituents in higher education, and engaging students across multiple disciplines.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					

4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Immigrants, Refugees, and Displaced Populations (Panel)

Session #
623

Reunification of Unaccompanied Migrant Children With Their Parents/Sponsors: Implications for Social Workers
Carolyn Mak, Smith College
Jayshree S. Jani, University of Maryland
Dawnya Underwood, Lutheran Immigration and Refugee Service

Date:
Sunday, November 6, 2016

Time:
7:30 AM

Room:
International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Attendees will be able to describe at least three challenges and three strengths migrant children experience as they reintegrate with their families and begin the process of social integration in their host country.					
Attendees will be able to identify three research based practice recommendations for social work with migrant children and their families who are going through the process of reunification.					
Attendees will examine at least three different ways content on migrant children and the reunification and social integration processes can be infused into social work education.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Child Welfare (Interactive Workshop)

Session #
602

Social Information in Court Rulings in Favor of Termination of Parental Rights
Vered Ben-David, Haifa University

Date:
Sunday, November 6, 2016

Time:
7:30 AM

Room:
A708 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Examine possible bias in assessing parental capacity in termination of parental rights cases, due to ambiguity over the concepts of "parental capacity" in various legal jurisdictions and a lack of sufficient professional knowledge in the research literature.					
Analyze the possible negative impact of social information about the biological parent on legal and professional judgments of parental incapacity.					
Describe strategies in order to "de-bias" the professional decision-making process regarding parental capacity in the child protection context					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Feminist Scholarship (Panel)

Session #
612

Social Work Educators: Gendered Differences
Christina Chiarelli-Helminiak, West Chester University
Leslie E. Tower, West Virginia University
Anna C. Faul, University of Louisville
Diane Hodge, Radford University

Date:
Sunday, November 6, 2016

Time:
7:30 AM

Room:
International 2 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to relate the research findings to the status of women in the social work academy.					
Participants will be able to apply findings of gendered differences within their own school or department of social work.					
Participants will be able to apply policy and practice recommendation in their school or department of social work.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Cultural Competence (Interactive Workshop)

Session #
608

Teaching Intersectionality Using Personal Narratives, Identity Categories, and Student Reflection

Emily A. Lux, University of Illinois at Urbana-Champaign
Janet D. Carter-Black, University of Illinois at Urbana-Champaign
Maria Pineros-Leano, University of Illinois at Urbana-Champaign
Leah Cleeland, University of Illinois at Urbana-Champaign

Date:
Sunday, November 6, 2016

Time:
7:30 AM

Room:
M303 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to employ a teaching strategy that will help students understand the concept of intersectionality and its impact on how certain identity group members gain access to societal advantages (privilege) while outsider group members face additional barriers and obstacles to the acquisition of the same advantages.					
Participants will be able to address the dynamic of intersectionality from a comprehensible, more egalitarian approach; thereby reducing defensive pushback from students who may misconstrue the terms "privilege" or "unearned advantage" as an indictment implying they did not have to work hard to achieve their current level of success.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.



CE Session Evaluation Form

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Track: Technology in Social Work Education and Practice (Interactive Workshop)

Session # Teaching Motivational Interviewing in an Interdisciplinary Collaborative Practice Environment
632 Todd Sage, University of North Dakota

Date:
 Sunday, November 6, 2016

Time:
 7:30 AM

Room:
 M302 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Understand benefits and barriers to cross-training professional students in collaborative practice.					
Prepare educators to overcome barriers related to cross-listed courses, shared syllabi, and university course management systems.					
Gain tools for teaching and evaluating collaborative practice courses.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Violence Against Women and Their Children (Interactive Workshop)

**Session #
637**

The Nonmilitary Social Worker's Guide to Treating Clients With Military Sexual Trauma

David Bringhurst, University of Southern California

Kristen Zaleski, University of Southern California

Catherine A. Simmons, University of Memphis - Department of Social Work

Date:

Sunday, November 6, 2016

Time:

7:30 AM

Room:

M105 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to articulate the history of acknowledging MST as a problem in the military, including scientific evidence, governmental reports, popular media accounts, and the recent political response.					
Participants will be able to better understand the prevalence of MST in military populations (active duty and veteran), how MST differs from other traumatic events, and how MST is both different from and similar to other forms of sexual trauma.					
Participants will be able to conceptualize best practices and similarities and differences between major evidence based therapeutic approaches: Cognitive Processing Therapy, Prolonged Exposure, Dialectical Behavior Therapy, and Eye Movement Desensitization and Reprocessing.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Community Organization and Social Administration (Panel)

Session #
605

The State of Social Work Macro Education in the United States
Melissa Iverson, Loyola University Chicago
Michael P. Dentato, Loyola University Chicago
Amy Krings, School of Social Work
Jacqueline Anderson, Northeastern Illinois University

Date:
Sunday, November 6, 2016

Time:
7:30 AM

Room:
International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Examine data collected from a national survey of social work students and faculty, assessing the strength of macro social work education.					
Identify opportunities to infuse macro content in courses and field placements.					
Assess gaps in skills and training – as reported by students – as they prepare to work at a macro level among diverse populations including racial, ethnic, and sexual minorities.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Criminal and Juvenile Justice (Interactive Workshop)

Session # 606 **Unpacking Constructions of Sex Work, Prostitution, and Sex Trafficking: Social Work Roles**
 Shelly A. Wiechelt, University of Maryland, Baltimore County
 Corey Shdaimah, University of Maryland, Baltimore
 Joan M Blakey, University of Wisconsin-Milwaukee

Date:
 Sunday, November 6, 2016

Time:
 7:30 AM

Room:
 M104 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Participants will critically analyze the current constructions of sex work, prostitution, and sex trafficking.					
2. Participants will identify strategies for teaching social work students multifaceted content on sex work, prostitution, and sex trafficking that challenge their assumptions and ethical stances related to these constructs					
3. Participants will consider the professional roles and obligations of social workers in the criminal justice system as they relate to prostitution, sex work, and sex trafficking and the implications for social work education.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # Using Team-Based Learning to Model Constructive Collaborations in Social Work Courses

631

Sarah Maynard, Hawai'i Pacific University
Juliana Svistova, Kutztown University
Meera Bhat, University at Albany, State University of New York

Date:
Sunday, November 6, 2016

Time:
7:30 AM

Room:
International C (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Describe the main components and techniques of Team-Based Learning and how it can be used in a variety of social work courses and instructional formats.					
Identify how they can use and/or modify TBL principles to increase the effectiveness of group work in their social work courses.					
Apply workshop content by formulating concrete examples of group activities that promote constructive group dialogue and collaborations in their own social work courses.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Interactive Workshop)

Session # 651 **Building Collaborative Approaches to Student Mental Health Concerns in Field Education**
 Kenta Asakura, Carleton University
 Brooke Eagle, Carleton University
 Brenda Morris, Carleton University
 Sarah Todd, Carleton University

Date: Sunday, November 6, 2016 **Time:** 8:45 AM **Room:** International 7 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To gain knowledge about several existing collaborative models that support students with mental health issues and ensure student "fitness to practice" with vulnerable populations.					
To learn about a collaborative model, proposed by the presenters to respond to student mental health concerns in field, and contrast it with approaches employed in their respective schools that address mental health crises in the field.					
To discuss case studies and collectively build knowledge that can assist social work educators in navigating ethically-charged situations involving student mental health concerns that might emerge in field education.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Field Education (Interactive Workshop)

Session #
652

Development of Substantive Learning Plans: Opportunities and Challenges
Kimberly Denton, University of Tennessee at Knoxville
Rebecca Jackson, University of Tennessee, Knoxville
Christy Hickman, University of Tennessee at Knoxville

Date:
Sunday, November 6, 2016

Time:
8:45 AM

Room:
International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Field educators will be able to articulate the challenges related to development of learning plans that provide meaningful connections to program curricula and EPAS competencies.					
Field educators will be able to develop and integrate required assignments on learning plans in order to promote better consistency in the student learning experience across varied field settings.					
Field educators will be able to utilize new resources with field instructors to equip and enable them to integrate new content in field related to EPAS 2015 competencies.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Feminist Scholarship (Panel)

Session #
650

Empowerment 101: Exploring Mentoring Relationships Between African American Female Students and Faculty Members
Shana M. Edwards, Howard University
Michele' Wright, Howard University
Kesslyn Brade Stennis, Coppin State University

Date:
Sunday, November 6, 2016

Time:
8:45 AM

Room:
M106 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Attendees will understand the benefits of forming mentoring relationships.					
2. Attendees will learn the requirements and challenges associated with mentoring.					
3. Attendees will learn how to explore the potential for developing a mentoring program for females attending HBIs.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

Please submit any additional comments on the reverse side of this form.



CE Session Evaluation Form

Please print your name here:

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Track: Baccalaureate Programs (Panel)

Session # Engaging Students in Learning Beyond the Classroom: Our Favorite Assignments
639 Lynette Reitz, Lock Haven University of Pennsylvania
 Amy Downes, Lock Haven University of Pennsylvania

Date: Sunday, November 6, 2016 **Time:** 8:45 AM **Room:** International 3 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will learn about 6 different assignments that teach students to apply their knowledge, skills, and values to learn more about themselves and the profession.					
Participants will examine how the assignments presented can be used in their programs and with their students.					
Participants will assess the effectiveness of these assignments and learn about the changes that the presenters made in the assignments as a result of evaluation data.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Teaching Methods and Learning Styles (Panel)

Session # Mentoring Future Social Work Educators Through Innovative Teaching Methods

672

Monit Cheung, University of Houston
Shu Zhou, University of Houston
Maurya Glaude, University of Houston

Date:
Sunday, November 6, 2016

Time:
8:45 AM

Room:
International 2 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify innovative teaching methods through the use of technology and experiential learning					
Prepare social work colleagues to start or enhance their doctoral mentoring program					
Showcase evaluation tools and results from a mentoring program in two consecutive years					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

--	--	--	--	--	--

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # **702** **Preparing Students for Collaboration With Lawyers and Interactions With the Legal System**
 Sunny Harris Rome, George Mason University
 Corey Shdaimah, University of Maryland, Baltimore

Date:
 Sunday, November 6, 2016

Time:
 8:45 AM

Room:
 International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify specific content that can be integrated into the core social work curriculum (Human Behavior, Research, Practice, Policy, and Field) in order to familiarize students with legal issues, the legal system, and collaborative practice.					
Create opportunities for students to develop and practice knowledge, skills, and values that will enable them to demonstrate competence in a range of interactions with lawyers and the legal system, enhancing their confidence, perceived professional legitimacy, and ability to assist clients.					
Develop curricular strategies (including role plays, case scenarios, and simulations) to use in the classroom and field placement that enhance students' ability to identify and address practical and ethical concerns that arise from collaborative practice with lawyers or social work practice in legal settings.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Community Organization and Social Administration (Interactive Workshop)

Session # Purposeful Socialization of Macro Practice Social Workers: The Foundation of Collaborative Success

643

Karen Goodenough, University of Minnesota-Twin Cities
Mary C. Nienow, University of Minnesota-Twin Cities

Date:
Sunday, November 6, 2016

Time:
8:45 AM

Room:
M107 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will explore the notion of professional socialization from a historical and theoretical lens.					
Participants will actively participate in a discussion of the overarching professional socialization necessary for macro practice social workers to ensure collaborative success.					
Participants will share and analyze diverse methods for embedding professional socialization as an independent course component or across the curriculum throughout administration and community courses.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Research and Program Evaluation (Interactive Workshop)

Session #
670

Showcasing Software to Make Systematic Reviews More Systematic

Mike Killian, University of Texas at Arlington
Donna L. Schuman, University of Texas at Arlington
Karen Randolph, Florida State University
Heather M. Thompson, School of Social Work

Date:
Sunday, November 6, 2016

Time:
8:45 AM

Room:
M302 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify and describe various challenges (e.g., methodological, practical, logistical) in conducting rigorous systematic reviews with multiple reviewers, including reviewers collaborating remotely.					
1. Become familiar with Covidence, a web-based software for conducting systematic reviews, through an interactive demonstration based on practical experience gleaned from using it to overcome common challenges in conducting two SRs.					
1. Learn about the implications in using Covidence to promote and support best practices in conducting systematic reviews among social work students, educators, practitioners, and researchers.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Health (Interactive Workshop)

Session #
656

Social Workers as Proxy Decision Makers for Unbefriended, Incapacitated Adults

Gail Adorno, University of Texas at Arlington
Rupal Parekh, University of Texas at Arlington
Vivian Miller, University of Texas at Arlington

Date:
Sunday, November 6, 2016

Time:
8:45 AM

Room:
M103 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1) Describe one state's novel response to the lack of non-judicial mechanisms for expeditious health care decision-making for unbefriended, incapacitated patients.					
2) Discuss how social workers appointed as proxy decision-makers shaped this unique role and vitalized health social work in the State of Florida.					
3) Describe the advanced competencies that social workers bring to the proxy decision-making role and recommendations for training and quality monitoring.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Interactive Workshop)

**Session #
654**

Teaching Effective Use of Self in Macro Field Placements
Cossy Hough, University of Texas at Austin

Date:

Sunday, November 6, 2016

Time:

8:45 AM

Room:

International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Define the importance of professional use of self in macro field placements.					
Explain the roles field instructors and liaisons can have in teaching skills of professional use of self to macro field students.					
Demonstrate how the concepts of self knowledge, interdisciplinary communication and leveraging influence may contribute to a student's professional use of self in a macro setting.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Cultural Competence (Interactive Workshop)

**Session #
646**

Teaching Social Work Students About Privilege: The Privileging Concept-Map Exercise
Joseph D. Minarik, University of Illinois at Urbana-Champaign

Date:
Sunday, November 6, 2016

Time:
8:45 AM

Room:
M105 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
• Participants will learn underlying assumptions of the Privileging Concept Map exercise as used extensively to teach students about the dynamic, complex nature of privileging based on social identity group status in intergroup dialogue courses. Such complexity includes how privilege connects with other aspects of marginalization, including deficits in cultural competence.					
• Participants will learn how to facilitate the Privileging Concept Map exercise by engaging in it themselves, as facilitated by the presenter. They will receive all supporting materials (instructions, worksheets, references, power point slides, etc.) needed to implement the exercise in their classrooms.					
• Participants will be invited to explore how this exercise, originally created to help students understand white privilege, has been adapted and applied to help students learn how privileging operates differently for different types of social identity (such as gender, disability status, etc.), and for different audiences.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session #
673

Teaching Trauma of the Historical Kind
Lisa Byers, University of Oklahoma

Date:

Sunday, November 6, 2016

Time:

8:45 AM

Room:

International C (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Build knowledge of the historical trauma concept, measurement, and research implications					
Demonstrate methods that integrate cognitive and affective processes to lessen resistance to acknowledging the existence and impact of historical trauma and contemporary oppression					
Apply a resiliency, strengths-based perspective to historical trauma					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

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Track: Educational Outcomes Assessment (Panel)

Session # 649 **The Simulation Bridge: Enhancing Student and Practitioner Competence for Health Social Work**
 Shelley L. Craig, University of Toronto
 Lauren B. McInroy, University of Toronto
 Nancy Xenakis, Mount Sinai Hospital
 Emma Sollars, Mount Sinai Hospital

Date: Sunday, November 6, 2016 **Time:** 8:45 AM **Room:** M104 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Learners will develop awareness of the efficacy of simulation as a learning tool in social work education; including using a practice-derived assessment tool to increase student and practitioner competencies in health practice contexts.					
Learners will acquire knowledge and strategies for implementing simulation effectively in a variety of interprofessional social work education and practice settings.					
Learners will acquire more specified knowledge and strategies to effectively utilize simulation to bridge the existing gaps between health social work education and health social work practice.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Human Behavior and the Social Environment (Interactive Workshop)

Session # **What Do Social Workers Need to Know About Human Behavior?**
661 Elizabeth D. Hutchison, Virginia Commonwealth University
 University of Nevada, Reno

Date:
 Sunday, November 6, 2016

Time:
 8:45 AM

Room:
 M109 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Participants will think critically about how current social work educational policy statements address coverage of human behavior knowledge.					
2. Participants will think critically about what social workers need to know about human behavior in the contemporary era.					
3. Participants will develop a preliminary statement about how knowledge of human behavior is related to social work competence.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

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Track: Latina/Latino Issues (Panel)

Session #
704

Access Is Not Utilization: Exploring Latino Cultural Capital for Integrative Health Care
 Larry Ortiz, Loma Linda University Department of Social Work
 Patricia Villa, Loma Linda University
 Susanne Montgomery, Loma Linda University
 Jacquelyn Stephenson, Loma Linda University

Date: Sunday, November 6, 2016 **Time:** 10:00 AM **Room:** International 4 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
To present cultural capital as an essential benchmark for analyzing integrative healthcare policy and procedures serving Latino populations					
Provide examples from research studies using this analytical framework					
Demonstrate the relationship of enhancing cultural capital and increased service utilization among Latinos in rural and urban areas					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Field Education (Interactive Workshop)

Session #
687

A Toolkit for Social and Digital Media Policies in Field Education
Allison Curington, University of Alabama
Laurel Iverson Hitchcock, University of Alabama at Birmingham

Date:

Sunday, November 6, 2016

Time:

10:00 AM

Room:

International 8 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will demonstrate an understanding of FERPA, HIPPA, and other policies and standards that can guide their development of their own professional policy and begin to create programmatic best practice around the use of social media.					
Participants will be able to develop their own professional social media policy.					
Participants will be able to create activities for students in field that include social and digital media.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Field Education (Interactive Workshop)

Session # **Infusing Expressive Arts Into Field Seminar: Practice and Process**
689 Denise L. Levy, Appalachian State University
 Heather Thorp, Appalachian State University

Date:
 Sunday, November 6, 2016

Time:
 10:00 AM

Room:
 M301 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Explain how expressive arts activities can be used to facilitate individual discovery, promote well-being, and build community					
Describe how expressive arts activities can be used in social work classes in general and in field seminar in particular					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # Integrating Student Evaluation in Social Work Education: An Adult Learner Approach to Feedback

710

Allison E. Dunnigan, Washington University in St. Louis
Ericka Lewis, Washington University in St. Louis

Date: Sunday, November 6, 2016 **Time:** 10:00 AM **Room:** International 6 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be knowledgeable about the evidence supporting the use of mid-semester SET as a means of improving students' course experience. Participants will also be knowledgeable about the limitations to student evaluations of teaching.					
Participants will have a collection of specific, concrete strategies to solicit and respond to student feedback. Participants will be prepared to assess student feedback critically and integrate feedback in social work courses.					
Participants will have a reference to create student evaluation questions that maximize learning and responsiveness.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Rural Issues (Interactive Workshop)

Session # Professional Socialization of Rural, Undergraduate Social Work Students
708 Jenifer Evers, Utah State University
 Carl J. Sorenson, Utah State University

Date:
 Sunday, November 6, 2016

Time:
 10:00 AM

Room:
 M107 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to develop a contextual definition of professionalism and create a plan to socialize students toward professional social work practice.					
Participants will compare and contrast different interpretations of the word "professionalism" and describe and share strategies for socializing students toward such through both implicit and explicit methods.					
Participants will describe a model of professional socialization with rural undergraduate social work students.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Educational Outcomes Assessment (Panel)

Session #
686

Strategies of Enriching Social Work Implicit Curriculum: Case Studies
Sudershan Pasupuleti, University of Texas Rio Grande Valley
Satyanarayana Ayinagadda, Midwestern State University

Date:

Sunday, November 6, 2016

Time:

10:00 AM

Room:

International 5 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will learn about strategies for implicit curriculum.					
Participants will recognize the relevance of the framework with all its dimensions.					
Participants will have an opportunity to connect with and share evidence related to their programs.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Interprofessional Education and Collaborative Practice (Interactive Workshop)

Session # 703 Teaching Across the Boundaries of Health Disciplines: The Imperative for Interprofessional Education

Nadine M. Bean, West Chester University
 Patricia G. Davidson, West Chester University
 Stacie M. Metz, West Chester University
 Grace Marie Nuzzi, West Chester University

Date: Sunday, November 6, 2016 **Time:** 10:00 AM **Room:** International 10 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
List the benefits of utilizing an IPE model that brings together diverse students from social work, nutrition, public health, and nursing to ensure a climate of mutual respect and shared values for patient-centered care and recovery.					
Identify the steps for developing IPE courses and programs in social work, public health, nutrition, and nursing.					
Describe the interrelationship of food security, nutrition, health, mental health, and recovery; while respecting patient and community values and priorities/preferences for care.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

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Track: Human Behavior and the Social Environment (Panel)

Session # 698 **“Technically Homeless”: Homelessness as a Contested Identity Among Young Adults**
 Jonah DeChants, University of Denver
 Kimberly Bender, University of Denver
 Stephanie Begun, University of Denver
 Badiah Haffejee, University of Denver

Date:
 Sunday, November 6, 2016

Time:
 10:00 AM

Room:
 M106 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives
 Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Understand homeless young adults' complex perceptions of homelessness and identity.					
Identify a creative community-based participatory research and social action approach to working with homeless young adults.					
Develop methods for advocating with and on behalf of young adults experiencing homelessness.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Group Work (Interactive Workshop)

**Session #
691**

Techniques and Principles of Effective Psychoeducation
Blake Beecher, California State University San Marcos

Date:
Sunday, November 6, 2016

Time:
10:00 AM

Room:
M303 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will be able to describe the difference between psychoeducation content competency and delivery competency.					
Participants will be able to demonstrate 2 effective psychoeducational engagement techniques.					
Participants will be able to demonstrate 2 effective psychoeducational content application techniques.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					

3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

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Track: Teaching Methods and Learning Styles (Interactive Workshop)

Session # **The DSM-5 for Social Work: Teaching Explanatory Models of Mental Health**
711 Greg Pugh, Portland State University
 Sarah Bradley, Portland State University

Date: Sunday, November 6, 2016 **Time:** 10:00 AM **Room:** International C (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
At the end of this workshop, participants will be able to identify the underlying beliefs of the American explanatory model of mental health and contrast this with selected models from other cultures.					
At the end of this workshop, participants will be able to identify the presence of and variation in the explanatory models represented in first person narratives, and articulate how this perspective promotes real people and recovery rather than diagnoses.					
At the end of this workshop, participants will be able to apply the explanatory models framework to the mental health recovery model to understand and promote individualized recovery possibilities for people with mental health challenges.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A

1. Questions or concerns were addressed effectively and in a timely manner.						
2. The location was suitable to the presentation.						
3. The facilities were conducive to learning.						
4. The instructions for requesting accommodations for a disability were clear.						

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ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

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Track: Field Education (Interactive Workshop)

Session #
690

To Grade or Not to Grade: An Interactive Discussion on Assessing Field

Adrienne Ekas-Mueeting, University of Maryland, Baltimore County

Marcela Sarmiento Mellinger, University of Maryland, Baltimore County

Andrea Judson, University of Maryland, Baltimore

Date:

Sunday, November 6, 2016

Time:

10:00 AM

Room:

International 9 (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives

Please evaluate whether objectives were met. After this session, participants will be able to:

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Participants will learn about existing literature regarding the academic grading of social work field courses and theoretical approaches related to each model.					
Participants will gain an understanding of practical applications and pros and cons of each grading model through interactive discussions with experienced colleagues.					
Participants will gain strategies for implementing new approaches to assess and inform field grading models.					

Part 2: Session Content

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					

Part 3: Presenters

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					

Part 4: CE Administration

Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					

2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					
4. The instructions for requesting accommodations for a disability were clear.					

Signature:

Please submit any additional comments on the reverse side of this form.

ADVANCING Collaborative Practice THROUGH SOCIAL WORK EDUCATION

CE Session Evaluation Form

Please print your name here:

The Council on Social Work Education, provider #1163, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) Program (<https://www.aswb.org/ace>). The Council on Social Work Education maintains responsibility for the program. ASWB Approval Period: 1/23/2015 - 1/23/2018. Social workers should contact their regulatory board to determine course approval for continuing education credits. You are required to submit this completed evaluation form to obtain CE credit for this session.

Track: CSWE Assessment Academy (Panel)

Session # Writing, Reading, and Teaching the Case Study Using the New EPAS

Miriam Jaffe, Rutgers, The State University of New Jersey
 Jerry Floersch, Rutgers, The State University of New Jersey
 Jeff Longhofer, Rutgers, The State University of New Jersey

Date: Sunday, November 6, 2016 **Time:** 2:30 PM **Room:** Imperial Ballroom B (Atlanta Marriott Marquis Hotel)

Part 1: Learning Objectives					
Please evaluate whether objectives were met. After this session, participants will be able to:					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
Identify how case study material can effectively integrate EPAS competencies.					
Learn how assignments based on a writing pedagogy can assess EPAS competencies.					
Learn how a case study rubric can be designed to assess EPAS competencies.					
Part 2: Session Content					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The session content was appropriate to my education, experience and/or licensure level.					
2. The session content was relevant to my practice.					
3. The session content was current.					
4. The session content was presented effectively.					
5. Handouts and/or teaching aids (if they were available) enhanced the session content.					
Part 3: Presenters					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. The presenter/s were knowledgeable about the session content.					
2. The presenter/s' presentation was clear and effective.					
3. The presenter/s were responsive to participants.					
4. The presenter/s used technology effectively (if applicable).					
Part 4: CE Administration					
Rating Scale: 1 poor/strongly disagree -- 4 excellent/strongly agree	1	2	3	4	N/A
1. Questions or concerns were addressed effectively and in a timely manner.					
2. The location was suitable to the presentation.					
3. The facilities were conducive to learning.					

4. The instructions for requesting accommodations for a disability were clear.

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Signature:

Please submit any additional comments on the reverse side of this form.
